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DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Autism; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research

ABSTRACT

The annotated bibliography on Autism contains approximately 125 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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EC129001

AUTISM

A Selective Bibliography

CEC Information Services and Publications
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The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 603

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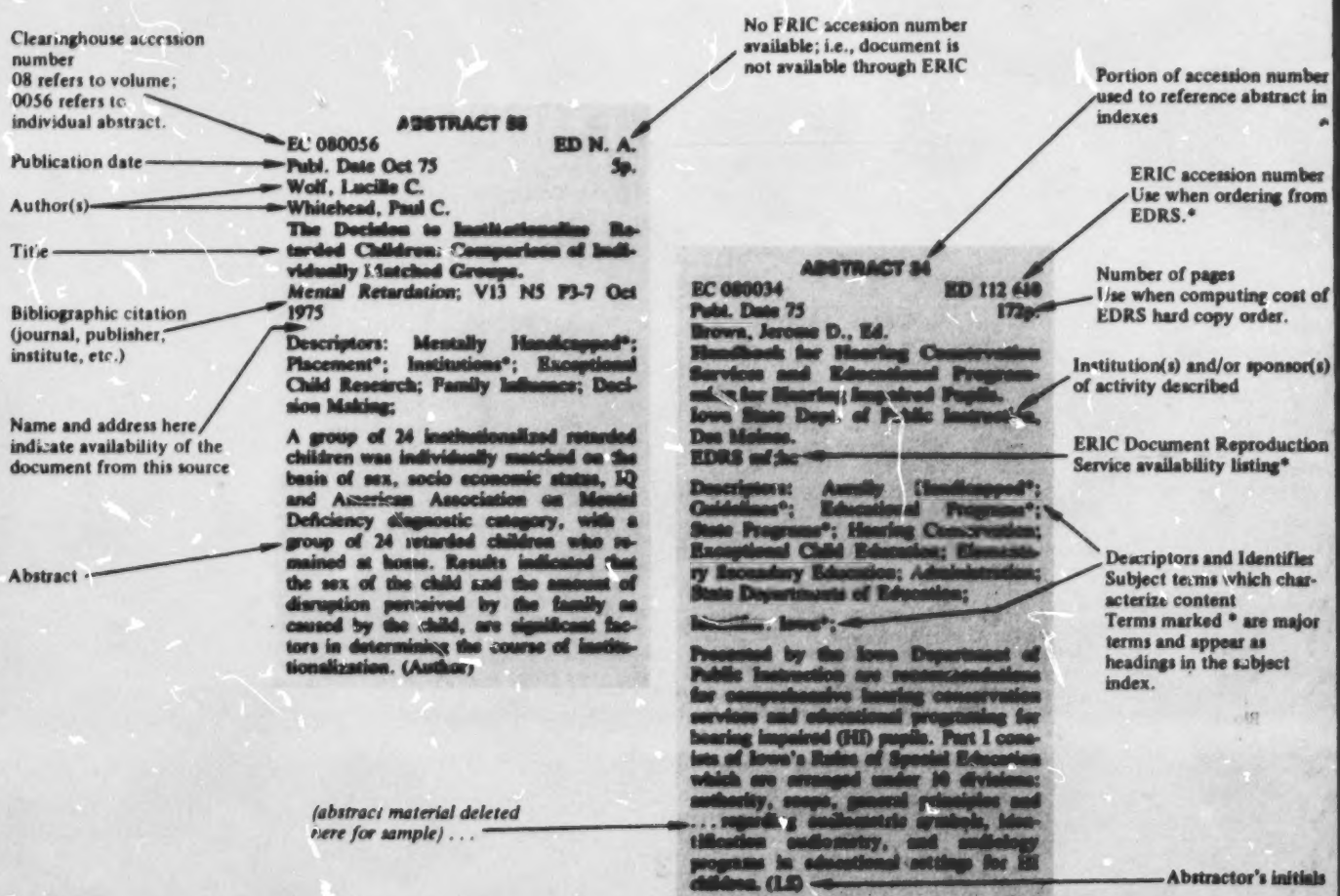
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ABSTRACT 08
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Number of pages
Use when computing cost of EDRS hard copy order.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Institution(s) and/or sponsor(s) of activity described
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ERIC Document Reproduction Service availability listing*
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LE)
(abstract material deleted here for sample) ...
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 906

EC 000 741 ED
Publ. Date 67 484p.
Bettelheim, Bruno
The Empty Fortress: Infantile Autism and the Birth of the Self.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; autism; child development; adjustment (to environment); early childhood; mother attitudes; learning theories; parent child relationship; personality development; fear; fantasy; personality theories; behavior patterns; psychopathology; insecurity; withdrawal tendencies (psychology); psychological needs; Orthogenic School; University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

ABSTRACT 1692

EC 003 983 ED 030 247
Publ. Date 15 Sep 68 482p.
Ferster, C. B.
Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.
Institute For Behavioral Research, Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

ABSTRACT 1709

EC 001 397 ED N.A.
Publ. Date Feb 67 14p.
Schell, Robert E. And Others
Development of Language Behavior in an Autistic Child.
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N1 P51-64 Feb 1967

Descriptors: exceptional child research; emotionally disturbed; autism; speech therapy; behavior change; reinforcement; visual discrimination; auditory discrimination; attention control; verbal development

The treatment program for a nonverbal autistic 4 1/2-year-old boy was based on operant conditioning principles, with candy as a primary reinforcer. Goals were to increase the variety and frequency of the subject's behavior, to bring his behavior under stimulus control, and to establish people as sources of discriminative and reinforcing stimuli. The subject received 75-minute sessions three times a week; the program included sorting and auditory discrimination tasks, prompting and shaping of verbal behavior through game activities and eliciting nonverbal behavior and its verbal control by others. After 45 sessions, the subject displayed curiosity, giggled appropriately, responded to his name, and reacted to the clinician and to other persons. (MK)

ABSTRACT 1718

EC 001 627 ED N.A.
Publ. Date Nov 67 11p.
Ruttenburg, Bertram A.; Wolf, Enid G.
Evaluating the Communication of the Autistic Child.
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N4 P314-24 Nov 1967

Descriptors: exceptional child services; emotionally disturbed; evaluation methods; tests; autism; communication (thought transfer); withdrawal tendencies (psychology); communication problems; speech; language handicapped; measurement instruments; language development; behavior rating scales; individual characteristics

Specific methods used for studying the areas of language and communication of the autistic child are presented. Autistic children are defined and described as are methods for evaluating communication. One of these methods, behavior-rating instrument for evaluating autistic children (BRIAC), is discussed, and various descriptive units from the BRIAC which the authors have found useful are presented. Discussed are: the nature and degree of relationship to an adult as a person using ten levels of actions, and communication, vocalization and expressive speech development in autistic children by levels of development. A discussion of the clinical findings is included. The characteristic profiles depicted by the scales and the inventory about speech and language apparently have differential diagnostic and prognostic importance which is reviewed. (GD)

ABSTRACT 1719

EC 001 628 ED N.A.
Publ. Date Nov 67 5p.
Wolf, Enid G.; Guttenberg, Bertram A.
Communication Therapy for the Autistic Child.
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N4 P331-5 Nov 1967

Descriptors: exceptional child research; emotionally disturbed; language handicapped; communication (thought transfer); reinforcement; autism; communication problems; teaching methods; speech improvement; speech therapy; language development; verbal communication; therapeutic environment

Methods for developing language and communication in the autistic child based on the premise that infantile autism is a disorder pervading the entire range of ego functioning were used with autistic children (ages 2 1/2 -5 years) in a day-care center. Most children had no words at the time of admission; few had echolalic speech. Because these children respond to intensive communication stimulation such as is given to a normal infant, the child-care workers who had primary care of the children were encouraged to initiate frequent vocalization and to reinforce the children's efforts. When the child was able to achieve some relationship with the child-care worker, formal attempts at communication therapy were begun. Individual therapy sessions, conducted in a special room with a task-oriented atmosphere, were scheduled at regular times. The production of sounds, the mechanics of imitation, and word acquisition were encouraged. Results indicated that most of the autistic children progressed through babbling and jargon to the beginning use of words. Suggestions were that these children need a constant, simplified, and concrete physical and linguistic world. (GD)

ABSTRACT 383

EC 004 633 ED N.A.
Publ. Date Oct 69 8p.
Brown, Richard A. And Others
Treatment of Extreme Negativism and Autistic Behavior in a 6 Year Old Boy.
EDRS not available
Exceptional Children; V36 N2 P115-22 Oct 1969

Descriptors: exceptional child research; emotionally disturbed; behavior change; autism; reinforcement; case studies (education); parent participation

A 6-year old boy with negativistic and autistic behavior was observed to have 100% noncompliance with requests. The therapist then enforced demands for physical action as calmly and detachedly as possible. Eventually a reinforcement system was introduced. His negativism and tantrums declined while relevant behaviors increased. At school he had previously earned less than 500 points a week on a reinforcement system; after individual training he increased to 2,500. His parents learned reinforcement techniques and reported improved behavior. (RJ)

ABSTRACT 622

EC 000 427 ED N.A.
Publ. Date Sep 66 8p.
Pronovost, Wilbert And Others
A Longitudinal Study of the Speech Behavior and Language Comprehension of Fourteen Children Diagnosed Atypical or Autistic.
EDRS not available
Exceptional Children; V33 N1 P19-26 Sep 1966

Descriptors: exceptional child research; speech handicapped; emotionally disturbed; longitudinal studies; speech habits; institutionalized (persons); perceptually handicapped; mental illness; autism; case studies (education); speech handicaps; language handicaps; retarded speech development

A case study approach used informal and controlled clinical observations and analyses of tape recordings during a 2-year period to develop detailed descriptions of the speech behavior, language comprehension, and general functioning of 14 institutionalized children diagnosed autistic or atypical. They were classified by speech behavior into two groups. The vocalization group was characterized by phonations bearing no resemblance to words and by speech showing prolonged monotonal vocalizations, extremes of high and low pitch and loudness level, and deviant voice quality. The talking group (n equals 6) produced intelligible sounds and words initiating or suggesting speech; speech consisting of words, phrases, and sentences; and nonspeech vocalizations (also with wide variation in pitch, intensity and quality) characterized by echolalia and delayed echolalia. Language comprehension of both groups seemed influenced more by gestural, tonal, and situational clues than by linguistic content. Unlike the talking group, the vocalization group was unresponsive to nonspeech environmental sound stimuli. Their responses to visual and auditory stimuli strongly indicated cognitive and perceptual dysfunction. It was thus suggested that simplified, structured language activities be used with such children. Suggested procedures are detailed. (JD)

ABSTRACT 1297

EC 005 074 ED
Publ. Date Apr 68 25p.
Schopler, Eric; Reichler, Robert J.
Psychological Referents for the Treatment of Autism.
Indiana University, Indianapolis, Medical Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-325-EDU-17
Paper Presented At The Indiana University Colloquium On Infantile Autism (Indiana University Medical Center, Indianapolis, Indiana, April, 1968).

Descriptors: exceptional child education; autism; behavior problems; child psychology; child rearing; emotionally disturbed children; interpersonal relationship; mental health; cognitive processes; sensory deprivation; parent education; parent influence; personality problems; preschool children; psychological patterns; psychotherapy; psychotic children; individual characteristics

The following four clusters of symptoms are presented in characterizing preschool children who manifest autism: failure to establish human relatedness and meaningful social attachments; impairment of motivation to become competent; disturbances of perceptual integration; and impairment of the development of cognitive functions. One of the most important impairments of autistic children is stated to be perceptual inconstancy (irregularity in the processing of sensory data by the various receptor systems). The likelihood of physiological and biochemical changes under autistic conditions of sensory deprivation, and perceptual patterns promoted in the child as early as possible are emphasized. Recommendations for program of treatment for the autistic child including parent participation and parent education, and the goal of reducing distortions in the parent-child relationship are provided. Treatment of the preschool autistic child is also recommended to establish perceptual organization and cortical control over his sensory experiences. The need for further research on the relationship between parental attitudes or child rearing practices and the existence of an autistic child is also included. (WD)

ABSTRACT 1698

EC 003 645 ED 035 113
Publ. Date Mar 66 772p.
Pronovost, Wilbert
Comprehension of Autistic Children. A Report of Research.
Parents' School For Atypical Children, Chatham, Massachusetts
National Institutes Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; autism; emotionally disturbed; case studies (education); psychotherapy; play therapy; individual characteristics; clinical diagnosis; family relationship; medical case histories; behavior problems; language handicapped; medical evaluation; self care skills; retarded speech development; residential programs; institutionalized (persons); language patterns; family problems

Thirteen institutionalized children from 4 1/2 to 14 years old, diagnosed as autistic, atypical, or childhood schizophrenic, were observed for three years to obtain a detailed description of their speech and language behavior. Case histories were assembled from available medical and psychological data. During a program of experimental relationship therapy, controlled observations were conducted to evaluate each child's linguistic functioning. Although case studies constitute the main contribution of the research, additional findings were as follow: there was a high incidence of first born males of Jewish parents of relatively high socioeconomic status; severe family disorganization had occurred in seven of the 12 families; prior to residential placement the children had a wide range of diagnoses; many atypical medical signs were present in the children's birth histories and later diagnoses; there was a significant correspondence between reports of their behavior during the study and reports made previously by other case workers; the majority of the children exhibited indifference, unresponsiveness, minimal or no speech, stereotyped or ritualistic behaviors, hyperactive behavior, and eating and sleeping problems. Observations of speech and language suggested central nervous system dysfunction and the language deficits persisted despite the relationship therapy. (JB)

ABSTRACT 1864

EC 501 115 ED N.A.
Publ. Date Feb 70 14p.
Marshall, Nancy R.; Hegrenes, Jack R.
Programmed Communication Therapy for Autistic Mentally Retarded Children.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N1 P70-85 Feb 1970

Descriptors: exceptional child education; mentally handicapped; language development; autism; speech therapy; case studies; imitation; concept formation; therapeutic environment; behavior change

The goals and procedures of a communication therapy program for the autistic retarded are described. Topics discussed include the team procedure, primary therapy goals, and organization of the therapy environment. Case studies of four children are presented which illustrate individualized reinforcement techniques. (RJ)

ABSTRACT 2884

EC 005 826 ED 040 536
Publ. Date 68 395p.
Haring, Norris G.; Hayden, Alice H.
Instructional Improvement: Behavior Modification.
Child Study And Treatment Center, Fort Steilacoom, Washington
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; behavior change; teaching methods; experimental programs; educational technology; controlled environment; research needs; autism; behavior problems; operant conditioning; program evaluation; reading instruction; computer assisted instruction; student evaluation; behavior development; administration; evaluation methods; special classes

Sixteen papers are provided. B.F. Skinner discusses the arrangement of contingencies for learning; Lloyd Homme describes behavioral engineering; and Frank Hewett considers behavior modification in special education. Also treated are experimental education by Norris Haring, program evaluation by Arthur Lumsdaine, and administration of special classes by Harold Kunzelmann. John Cawley presents a system of initial reading instruction; Max Jerman surveys computer assisted instruction; and Thomas Robertson examines the impact of educational technology. Further papers are on teaching children with behavior disorders by Richard Whelan, developing cooperative social behavior by Laurence Peter, providing academic and social classroom management by Harold Kunzelmann, and using operant reinforcement with autistic children by Charles Ferster. In addition, Thomas Lovitt sets forth a basis for systematic replication of a contingency mangagement classroom; Richard Kothera discusses educational environments and administration; and Max Mueller reviews trends in research in the education of the handicapped. (JD)

ABSTRACT 2980

EC 006 197 ED N.A.
Publ. Date Sum 70 6p.
Graziano, Anthony M.
A Group Treatment Approach to Multiple Problem Behaviors of Autistic Children.
EDRS not available
Exceptional Children; V36 N10 P765-70 Sum 1970

Descriptors: exceptional child research; autism; behavior change; group experience; emotionally disturbed

A small group of severely autistic children involved in an exploratory project to determine whether such psychotic children, who had resisted all previous treatment, could be significantly helped. The various steps in the program of reinforcement of adaptive behaviors are described. Results after four years show that severely psychotic children can learn complex, cooperative, social behavior, academic achievement, and self control, and that they can be taught to use language. Major autistic characteristics of aloneness and preservation of sameness or severely aggressive and destructive behavior were no longer displayed. It is concluded that nonprofessionals (high school graduates) can be trained in behavioral approaches and can function competently as therapists for children in a behavior modification group program. (KW)

ABSTRACT 3610

EC 006 392 ED N.A.
Publ. Date Aug 70 15p.
Hartung, Jurgen R.
A Review of Procedures to Increase Verbal Imitation Skills and Functional Speech in Autistic Children.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N3 P203-17 Aug 1970

Descriptors: exceptional child education; autism; language handicapped; verbal ability; language skills; imitation; conditioned response; speech therapy

The objectives of the paper are to demonstrate the importance of establishing verbal behavior in nonspeaking autistic children, to discuss some of the theoretical foundations underlying verbal conditioning, and to review the procedures and related theoretical implications. A discussion is included of the vital importance of speech for the recovery of the autistic child, the role of imitation in learning functional speech, and the failure of the autistic child to imitate. Stages and trends in conditioning verbal repertoires are described including: the training environment; techniques of limiting disruptive behavior, conditioning attention, and eye contact; the transition from motor to verbal behavior; criteria for selecting readily learned vocal response; and establishing control over vocal responses. Also discussed are the sudden emergence of echolalia, the phenomenon of silent speech, the transition from imitation to naming, and methods of teaching the child to progress from imitation to naming, to answer questions, establish phrases and to condition and generalize appropriate speech. (GD)

ABSTRACT 1108

EC 03 1108 ED N.A.
Publ. Date 70 382p.
Kugelmass, I. Newton
The Autistic Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.50).

Descriptors: exceptional child research; emotionally disturbed; autism; behavior patterns; child psychology; psychological evaluation; evaluation methods; neurological defects; evaluation criteria; behavior theories; therapy; idiot savants

The text examines childhood autism with the stated purpose of integrating the newer knowledge of childhood autism as complete social aphasia with marked CNS disorganization. The physical, mental, and emotional behavior of the autistic child is described. Assessment of the autistic child is discussed in terms of physical, emotional, behavioral, mental, and language assessment. The assessment discussion also covers autist diagnosis, autist syndromes, and autist differential diagnosis, stating the criteria of various disturbances. The phenomenology of childhood autism is covered in detail. The analysis of pseudogenius in autistic children (idiot-savants) includes interpretation of some representative cases. Neurophysiologic, psychogenic, and biochemical theories as explanations of the mechanism of autism are explored. The discussion of clinical management summarizes home, nursery, school, hospital, and preventive therapy, and the prognostic spectrum. (KW)

ABSTRACT 1933

EC 03 1933 ED N.A.
Publ. Date 71 8p.
Rutter, Michael; Bartak, Lawrence
Causes of Infantile Autism: Some Considerations from Recent Research.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P20-32 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; autism; etiology; research reviews (publications); literature reviews

Experimental, clinical, and longitudinal studies of infantile autism are reviewed and the evidence with respect to different views on the causation of the condition is considered. Several independent investigations have shown the presence of a severe, extensive defect in language comprehension, in control functions associated with language, and with the processing of symbolic or sequenced information. Circumstantial evidence suggests that this cognitive defect constitutes the primary handicap in autism, the social and behavioral abnormalities arising as secondary consequences. It remains uncertain whether the cognitive/language defect is a sufficient cause for autism or whether some interaction with particular personality attributes or family environment is necessary. The basic cause of the cognitive defect is unknown, although the high rate of fits in intellectually retarded autistic children suggests the presence of some kind of organic brain disorder. Among the intelligent autistic children, there is less evidence for structural brain pathology; it remains possible that in some cases autism may arise on the basis of some maturational disorder or genetically determined condition. (Author)

ABSTRACT 1934

EC 03 1934 ED N.A.
Publ. Date 71 15p.
Chess, Stella
Autism in Children with Congenital Rubella.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P33-47 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; autism; rubella; incidence; etiology; biological influences

In the course of studying the behavioral characteristics of 243 preschool children

with congenital rubella, the syndrome of autism was identified in 10 children and a partial syndrome of autism in an additional eight. These findings are discussed against the background of the behavioral investigations of rubella children. The methodology of the psychiatric study and the criteria for a diagnosis of autism are presented. The incidence of autism is considered with regard to the prevalence of other psychiatric disorders in this group and the physical status of the children. Two case histories of autistic rubella children are given and their behavioral characteristics are contrasted with nonautistic rubella children with matching sensory and other defects. The prevalence rate is compared with that found in two epidemiological studies and also with the rate indicated by other centers studying rubella children. Etiological implications of these findings are discussed. It is argued that these data support the concept of organic causation of the syndrome of autism. (Author)

ABSTRACT 1939

EC 03 1939 ED N.A.
Publ. Date 71 16p.
Schopler, Eric; Reichler, Robert J.
Parents as Cotherapists in the Treatment of Psychotic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P87-102 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; psychotic children; parent role; psychotherapy; autism; therapy

A treatment program for psychotic and autistic children in which parents are helped to function as primary developmental agents is described and evaluated. Research and clinical experience is reviewed suggesting that parents react to their child's developmental disorder, rather than cause the disability. Demonstrations to parents observing through a one-way screen have been focused on corrective approaches to relatedness, competence motivation, cognitive, and perceptual motor functions. Parental participation has also included program sessions and research activities at home. The latter corroborated clinical observations that autistic children responded best to high external structures for acquiring new patterns and to relative freedom to practice those which have been mastered. Initial outcome trends are presented, indicating that parents have been developing effective skills as cotherapists. Objective recognition of their children's disabilities has helped to improve family equilibrium. Substantial improvements in participating children have been noted. Optimal or normal levels of development are prognosticated, depending on IQ, consistency of appropriate education, and degree of impairment. (Author)

ABSTRACT 2129

EC 03 2129 ED N.A.
Publ. Date Apr 71 6p.
Easson, William M.
Symptomatic Autism in Childhood and Adolescence.
EDRS not available
Pediatrics; V47 N4 P717-22 Apr 1971

Descriptors: handicapped children; perceptually handicapped; emotionally disturbed; autism; emotional development; psychophysiology

The article notes that, while crippling autism may be present in a range of illnesses with psychological and organic etiology, this symptom occurs most frequently when a child has been forced, from infancy or an early age, to live and to grow in his own private world due to a severe perceptual or intellectual handicap. If this symptomatic autism is anticipated, diagnosed, and treated early, it is pointed out that the child may develop in a relatively healthy and productive way. Without appropriate treatment the symptomatic autistic child is liable to be increasingly handicapped; eventually such a child is almost indistinguishable from children who are autistic due to other causes. The paper highlights some of the most common causes leading to symptomatic autism. (Author)

ABSTRACT 2139

EC 03 2139 ED N.A.
Publ. Date 67 279p.
Park, Clara Claiborne
The Siege.
EDRS not available
Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017 ($6.75).

Descriptors: exceptional child education; emotionally disturbed; autism; biographies; family influence; parent child relationship; child rearing

The biography of Elly, a child autistic from infancy, is written by her mother. Beginning with her birth into an intelligent and well-educated family with three previous children, the account covers the first eight years of the child's life. Highlighted are the family's, particularly the mother's, day-to-day attempts to establish communication with Elly, be it physical, visual, or verbal communication. Detailed are the very slow progress and the still-evident limitations in Elly's ability to respond, relate, and above all to comprehend, although by the age of 8 years she is able to participate in a special class consisting of educable mentally retarded students. Thoughtful speculation on and examination, outright or implied, of what parents can accomplish, the various approaches of the psychiatric community, the causes and meaning of autism, and the particular abilities lacking in the autistic child accompany the narrative of daily, personal occurrences and development. (KW)

ABSTRACT 2150

EC 03 2150 ED N.A.
Publ. Date 70 163p.
O'Gorman, Gerald
The Nature of Childhood Autism.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.75).

Descriptors: emotionally disturbed; autism; schizophrenia; withdrawal tendencies (psychology); etiology; clinical diagnosis; psychotherapy; psychotic children

The book inquires into the essential nature of childhood autism in an attempt to arrive at a definition of the condition. The discussion of childhood autism begins with the presentation of nine points containing criteria for diagnosis of the schizophrenic syndrome in children, followed by an examination of the concept of childhood schizophrenia and its clinical picture. In accordance with the view that schizophrenic withdrawal can be regarded as one of a series of alternative, consecutive, or co-existent mechanisms through which the child seeks to adjust himself to his environment, defense mechanisms against intolerable reality present to an abnormal degree particularly in autistic or schizophrenic children are analyzed: ritualistic attempts at control of reality to prevent variation, distortion of reality (*self*-deception, fantasy), and withdrawal. Etiological factors and theories are explored. Characteristic symptoms of autism are detailed. Also covered are the pseudoschizophrenic syndromes and the treatment, education, and training of autistic children. (KW)

ABSTRACT 2287

EC 03 2287 ED N.A.
Publ. Date May 71 8p.
Fay, Warren H.
On Normal and Autistic Pronouns.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N2 P242-9 May 1971

Descriptors: exceptional child research; emotionally disturbed; autism; language development; language research

Ego-based explanations for the autistic child's characteristic patterns of pronominal reversals and avoidances have failed to recognize the problems faced by all children when confronted with personal pronouns. Traditional approaches rest almost entirely on inferences about presumed failure in self-resolution while ignoring the linguistic hurdles posed by shifting denotations and by the overlapping of code and message. An alternative approach, based on studies of echolalia, considers grammatical aspects of acquisition, reversal, and nonreversal. The research and treatment focus is consequently shifted from the primacy of expressive I to the comprehension of the you/me dichotomy. (Author)

ABSTRACT 2523

EC 03 2523 ED N.A.
Publ. Date 71 150p.
Hundley, Joan Martin
The Small Outsider: The Story of an Autistic Child.
EDRS not available
Lawrence Verry, Inc., River Road, Mystic, Connecticut 06355 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; autism; biographies; family (sociological unit); parent child relationship

The biography of the first six years of an autistic boy's life is related by his mother. The parents' attempts to bring the child out of his world of disorientation, understand his needs, and deal with the child's effects on the day to day family

relationships are brought out in the narrative. The author's contact with other parents of autistic children and how they have coped with the problems of raising such children is also included. (CD)

ABSTRACT 2591

EC 03 2591 ED N.A.
Publ. Date 71 27p.
Kanner, Leo
Follow-Up Study of Eleven Autistic Children Originally Reported in 1943.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P119-45 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; autism; followup studies; case studies

The destinies of the 11 children first reported in 1943 as suffering from autistic disturbances of affective contact are brought up to date. Their life histories are summarized succinctly in terms of developmental data, family constellations, clinical observations in the course of the years, the varieties of professional planning, and present status. Attention is called to the subsequent scientific studies of early infantile autism with ever-increasing facilities for research in nosology, biochemical and genetic systemic implication, and therapeutic ameliora-

ABSTRACT 2592

EC 03 2592 ED N.A.
Publ. Date 71 15p.
Money, John and Others
Autism and Autoimmune Disease: A Family Study.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P146-60 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; autism; medical case histories; family characteristics; autoimmune disease

A family is presented to demonstrate the rare phenomenon of early infantile autism in the presence of autoimmune disease. The youngest son in the family has a multiple diagnosis of autism, Addison's disease, and moniliasis. The next older brother has hypoparathyroidism, Addison's disease, moniliasis, and diabetes mellitus. The next older brother has hypoparathyroidism, Addison's disease, moniliasis, and alopecia totalis. The oldest son and first born child in this family of four is, along with the parents, symptom free. Whereas autism in the youngest son might be attributed to the traumatic family situation, in which there exists the constant threat of near-death, it might conceivably be attributed also to a primary effect of autoimmune impairment from the formation of autoantibodies affecting the central nervous system. (Author)

ABSTRACT 2595

EC 03 2595 ED N.A.
Publ. Date 71 16p.
Ritvo, Edward R. and Others
Effects of L-dopa in Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P190-205 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; autism; drug therapy; medical research; L-dopa

A study was designed to determine if blood serotonin concentrations could be lowered in autistic children by the administration of L-dopa and, if so, to observe possible clinical or physiological changes. Following a 17-day placebo period, four hospitalized autistic boys (3, 4, 9, and 13 years of age) received L-dopa for 6 months. Results indicated a significant decrease of blood serotonin concentrations in the three youngest patients, a significant increase in platelet counts in the youngest patient, and a similar trend in others. Urinary excretion of 5HIAA decreased significantly in the 4-year-old patient and a similar trend was noted in others. No changes were observed in the clinical course of the disorder, the amount of motility disturbances (hand-flapping), percent of REM sleep time, or in measures of endocrine function (FSH and LH). Possible mechanisms by which L-dopa lowered blood serotonin concentrations, increased platelet counts, and yet failed to produce other changes are discussed. (Author)

ABSTRACT 2594

EC 03 2594 ED N.A.
Publ. Date 71 15p.
DeMyer, Marion K. and Others
A Comparison of Five Diagnostic Systems for Childhood Schizophrenia and Infantile Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P175-89 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; autism; clinical diagnosis; classification; evaluation criteria; rating scales

Five diagnostic systems designed to differentiate infantile autism and early childhood schizophrenia were compared by deriving scores on 44 children referred consecutively to the same clinical center. While the autistic scales devised by Rimland, Polan and Spencer, Lotter, and the British Working Party correlated significantly, the degree of correspondence (35%) indicated that several children obtained high autistic scores in one system but low scores in another. The BWP's term Schizophrenia has more correspondence with the term Autism used by others than with Rimland's Schizophrenia. In the DeMyer-Churchill categorical system (early schizophrenia, primary autism, secondary autism, and nonpsychotic subnormal), primary autism most resembles Rimland's concept of infantile autism as measured by his E-1 version. All other systems differentiate psychotic from non-psychotic children but do not distinguish any of the psychotic subgroups. (Author)

ABSTRACT 2596

EC 03 2596 ED N.A.
Publ. Date 71 9p.
Holter, F. Robert; Ruttenberg, Bertram A.
Initial Interventions in Psychotherapeutic Treatment of Autistic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P206-14 Apr-Jun 1971

Descriptors: exceptional child services; emotionally disturbed; autism; psychotherapy; intervention

General considerations (conceptual approach, anamnesis, and group observations), and individual aspects of initiating treatment are discussed in light of psychoanalytically oriented therapeutic experience. Brief clinical examples from case histories of nine children, diagnosed in accordance with Kanner's (early infantile autism) and Mahler's (primary and secondary autism) descriptions, and exposed to intensive outpatient treatment, both in a day-care center and in private practice, are presented to illustrate the approach. Suitable interventions are made by following the child's cues within a developmental frame of reference. Such interventions yield significant common experiences which are remembered rather than shut out, and can be utilized to establish widening dialogues, an interaction and, eventually, a relationship between the child and therapist. (Author)

ABSTRACT 2597

EC 03 2597 ED N.A.
Publ. Date 71 17p.
Small, Joyce G. and Others
CNV Responses of Autistic and Normal Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N2 P215-31 Apr-Jun 1971

Descriptors: exceptional child research; emotionally disturbed; autism; stimulus behavior; neurology; physiology

Described is an experiment in which slow potential responses of five autistic children and five age-matched normal controls were elicited. DC recording of scalp activity was accomplished during presentation of flash and click stimuli followed by photos of the subjects, their mothers, and adult and child strangers. Negative amplitude shifts with stimulation occurred in both groups of children, more when the pictures invariably followed the sensory stimuli than when presented intermittently. The DC responses of autistic subjects did not vary with the content of the pictures. The normal children showed significant differences in negative potential activity related to whether the pictures were familiar to them or not with most negative responses associated with pictures of adult female strangers. Both autistics and normals displayed characteristic waveforms of DC response congifurations under most experimental conditions. The results are discussed in terms of theoretical constructs regarding early infantile autism. Directions for future experimentation are suggested. (Author)

ABSTRACT 228

EC 04 0228 ED N.A.
Publ. Date Nov 71 8p.
Fassler, Joan; Bryant, N. Dale
Disturbed Children Under Reduced Auditory Input: A Pilot Study.
EDRS not available
Exceptional Children; V38 N3 P197-204 Nov 1971

Descriptors: exceptional child research; emotionally disturbed; attention span; aural stimuli; autism; performance factors; noise levels

The study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication impaired, autistic children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and a significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvememt in classroom attention under ear protector conditions. It was concluded that a significant number of autistic children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (EC 040 238 reports some teacher observations following this study.) (Author/KW)

ABSTRACT 238

EC 04 0238 ED N.A.
Publ. Date Nov 71 3p.
Fassler, Joan; Bryant, N. Dale
Out of the Classroom: Teacher Observations on Using Ear Protectors for Disturbed Children.
EDRS not available
Exceptional Children; V38 N3 P254-6 Nov 1971

Descriptors: exceptional child research; emotionally disturbed; aural stimuli; autism; behavior change; noise levels

Following an experimental study concerning reduced auditory input and seriously emotionally disturbed, mainly noncommunicative, autistic-type children, it was noted that some of the subjects in four different classrooms wanted to continue wearing the ear protectors used in the study. Ear protectors were then left in the classrooms for 3-5 weeks, to be used when the child initiated wearing them. Eight children continued wearing them for varying periods of time. Based on information gathered via a classroom observation sheet and a behavior rating scale, it was found that each child exhibited some positive change in three or more of the eight behavioral aspects examined (distress or calmness, level of activity, attention, noisy outbursts, unusual mannerisms, harmful acts, aggressive behavior, communication). Very few difficulties or contra-indications were associated with the use of the ear protectors. (EC 040 228 reports the original study concerning reduced auditory input.) (KW)

ABSTRACT 397

EC 04 0397 ED N.A.
Publ. Date Nov 71 9p.
Goldstein, Sondra B.; Lanyon, Richard I.
Parent-Clinicians in the Language Training of an Autistic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N4 P552-60 Nov 1971

Descriptors: autism; parent role; retarded speech development; language instruction; speech therapy; exceptional child research; emotionally disturbed; case studies; behavior change

The parents of a 10-year-old autistic boy were trained in using modeling-reinforcement procedures to improve the language skills of their child. They conducted therapy for 125 45-minute sessions and were supervised after every five sessions. Initially the child used about 100 words, but most of them were intelligible only to his parents. After training, he was able to articulate 83 words acceptably; in addition, he could label pictures of objects and use short phrases. Definite improvements were also noted in his initiative and ability in communicating outside the home. However, his speech does not begin to approximate that of a normal 10-year-old. (Author)

ABSTRACT 461

EC 04 0461 ED N.A.
Publ. Date 71 7p.
Spitz, Rene A.

The Adaptive Viewpoint: Its Role in Autism and Child Psychiatry.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P239-45 Jul-Sep 1971

Descriptors: exceptional child services; autism; psychiatry; infancy; adaptation level theory; emotionally disturbed; personal adjustment; child psychology; behavior patterns

Discussed is the proposition that as a nosological entity, behavioral symptoms in the first year of life are not psychiatric diseases in the strict sense of the word but disorders of adaptation that require diagnostic, prognostic, and therapeutic approaches categorically different from that used in psychiatric practice. Etiological and psychological factors thought to underlie deviations of adaptation are then noted briefly. (CB)

ABSTRACT 463

EC 04 0463 ED N.A.
Publ. Date 71 11p.
Wing, Lorna; Wing, John K.
Multiple Impairments in Early Childhood Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P256-66 Jul-Sep 1971

Descriptors: exceptional child research; autism; language handicaps; multiply handicapped; preschool children; emotionally disturbed; handicapped children; etiology; perceptually handicapped; theories

Language, perceptual, motor, and behavioral abnormalities were compared in autistic, receptive aphasic, executive aphasic, partially blind and deaf children, those with Down's syndrome, and normal children. Similarities and differences between the language of receptive aphasic and autistic children were considered in detail. Results showed that language functions in general, rather than just speech, were disturbed in autism. The difficulty of explaining the whole syndrome on the basis of any single abnormality was illustrated. An alternative hypothesis that a combination of language, perceptual, motor, and autonomic impairments underlies autistic behavior was postulated. Such a combination could have a single or multiple etiology. Isolated fragments of the full clinical picture frequently occurred either alone or in combination with different syndromes. Emphasis was placed on the need for detailed and systematic observation of behavior of autistic children. (Author)

ABSTRACT 464

EC 04 0464 ED N.A.
Publ. Date 71 16p.
Campbell, Magda and Others
Imipramine in Preschool Autistic and Schizophrenic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P267-82 Jul-Sep 1971

Descriptors: exceptional child research; autism; schizophrenia; mentally handicapped; drug therapy; emotionally disturbed; multiply handicapped; preschool children; psychosis

Imipramine was studied in 10 autistic and schizophrenic children 2 to 6 years of age, whose intellectual functioning ranged from low average and mild to severe mental retardation. The purpose of this pilot study was to explore the effects of imipramine in the patient population. Imipramine showed a mixture of stimulating, tranquilizing, and disorganizing effects. Three children improved markedly, 3 slightly, and 5 became worse (nonblind evaluations). Only 2 were rated improved by the blind psychiatrist. In general, this was not a good drug for the group of children. The overall effect was infrequently therapeutic and usually outweighed by the toxic effects. Epileptogenic effect, effect on psychosis, as well as possible mechanisms of action of imipramine were discussed. It was suggested that the drug merits further exploration in the most retarded, mute, anergic children, and in those with only borderline or little psychotic symptomatology. (Author)

ABSTRACT 466

EC 04 0466 ED N.A.
Publ. Date 71 14p.
Ritvo, Edward R. and Others
Social Class Factors in Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P297-310 Jul-Sep 1971

Descriptors: exceptional child research; emotionally disturbed; autism; socioeconomic background; socioeconomic status

Social class factors were studied in families of 148 patients hospitalized at the University of California, Los Angeles, Neuropsychiatric Institute from 1961 to 1970. Seventy-four patients with the syndrome of perceptual inconstancy and diagnosis of autism were matched according to age, sex, and time of admission with 74 hospitalized for other neuropsychiatric disorders. Statistical comparisons of parental data revealed no significant differences in mean age at time of patient's birth, educational or occupational level, income, social class indexes, or distribution. Certain significant differences were noted in racial and religious compositions, and more mothers of autistic patients were unemployed at the time of their child's hospitalization. These findings, which differ from many reporting a significantly higher social class standing of families of autistic children, were discussed. It was suggested that future surveys of more culturally and socioeconomically heterogeneous populations would confirm that there was no significant association between social class factors and autism. (Author)

ABSTRACT 468

EC 04 0468 ED N.A.
Publ. Date 71 10p.
Taft, Lawrence T.; Cohen, Herbert J.
Hypoarrhythmia and Infantile Autism: A Clinical Report.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P327-36 Jul-Sep 1971

Descriptors: exceptional child research; autism; infancy; seizures; case studies; emotionally disturbed; drug therapy

The case histories of five children, four boys and one girl (1 to 9 years of age), who developed autistic behavior after the onset of infantile spasms, were presented in detail. The patients' initial EEGs disclosed hypsarrhythmia. First onsets of seizures occurred during the second 6 months of life in four and on the third day of life in the youngest whose diagnosis of autism was tentative. Seizures disappeared in one case, persisted in two and subsided in two receiving Dilantin. The possibility of an association between the two disorders was discussed in light of their unknown etiology. (Author)

ABSTRACT 534

EC 04 0534 ED N.A.
Publ. Date 71 8p.
Bloch, Judith
Nonverbal Messages: A Means to Verbalization.
EDRS not available
Teaching Exceptional Children; V4 N1 P10-7 Fall 1971

Descriptors: exceptional child education; emotionally disturbed; educational programs; early childhood education; verbal learning; neurologically handicapped; autism; case studies; language development

Described is an early childhood education program for emotionally disturbed children without language development that emphasizes verbal learning. The classroom program is shown to saturate the child with group and individual experiences designed to stimulate language and to foster language comprehension. The children have diagnoses of emotional disturbances or neurological handicap with severely impaired emotional, intellectual, and social functioning. The case study of a nonverbal autistic boy illustrates the school's approach. Speech stimulation is begun by placing the child in the classroom and by engaging him at his own developmental level. The case study points out the following: words begin to replace nonverbal communication, planning is individualized for each child, visual aids accompany speech, special songs may be impetus for verbalization, toys are used as enticement, and the children are stimulated to keep talking. (CB)

ABSTRACT 891

EC 04 0891 ED 057 552
Publ. Date 71 31p.
Kobler, Richard; Kobler, Edith
A Technological/Academic Approach to the Treatment of Autism.
EDRS mf,hc
Speech Given to the National Society for Autistic Children (Nashville, Tennessee, June 26, 1971).

Descriptors: exceptional child education; autism; theories; educational therapy; educational technology; emotionally disturbed; cognitive development; personality development; case studies

Described is a technological/academic approach to the educational therapy of an autistic child that begins with a theory of thinking and problem postulation and a theory of cognitive and personality development. The theory of thinking and problem postulation is said to be based on the unique characteristic of the human being, the art of being able to ask a question. The ability to ask a question is then explained to involve two I's, the I that the individual is before asking the question, and the I that the individual is while seeking information outside the former I. The theory is compared to the dynamics of the Hegelian dialectic. Personality development is described as the ability of the two I's to carry on dialogues with each other and to be consciously schizophrenic. Learning is then said to involve a similar inner dialogue. It is postulated that the autistic child has lost the ability to conduct an inner dialogue and therefore, has lost the ability to learn and to converse with others. A case study of a young boy under the age of 5 years is cited in some depth to illustrate the technological/academic approach in which the child is given the opportunity to ask a tactile question of a talking typewriter. At first the child just looks, listens, and touches the typewriter, but eventually the machine motivates the child to talk and to give a tactile answer. (CB)

ABSTRACT 920

EC 04 0920 ED N.A.
Publ. Date Feb 72 12p.
Bryson, Carolyn Q.
Short-Term Memory and Cross-Modal Information Processing in Autistic Children.
EDRS not available
Journal of Learning Disabilities; V5 N2 P81-92 Feb 1972

Descriptors: exceptional child research; emotionally disturbed; autism; sensory integration; memory; perception; perceptually handicapped; stimulus behavior

The short-term memory and cross-modal information processing capacities of seven autistic/schizophrenic children were tested with visual-visual and auditory-visual matching and sequencing tasks presented under three conditions: simultaneous, successive, and delayed presentation. Although there were large individual differences in the patterning of intact functions, most of the children showed severe visual-visual short-term memory deficits and several children were unable to make cross-modal associations between auditory and visual stimuli. The results suggest that perceptual disabilities rather than emotional disturbance may underly the delayed intellectual and language development of psychotic children and may contribute to the development of bizarre behavior patterns. (Author)

ABSTRACT 992

EC 04 0992 ED 058 682
Publ. Date Aug 70 30p.
Fassler, Joan; Bryant, N. Dale
Task Performance, Attention and Classroom Behavior of Seriously Dis-

turbed), **Communication-Impaired, Autistic-Type Children under Conditions of Reduced Auditory Input. Interim Report.**
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-2-7-070701-4247
BR-422001

Descriptors: exceptional child research; autism; attention span; performance factors; aural stimuli; emotionally disturbed; psychotic children; communication problems; class activities

This study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed communication-impaired, autistic-type children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and there was significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvement in classroom attention under ear protector conditions. It was concluded that a significant number of autistic-type children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (Author)

ABSTRACT 1223

EC 04 1223 ED N.A.
Publ. Date Mar 72 3p.
Van Duyn, J.
Magic Machines for Autistic Children.
EDRS not available
Early Years; V2 N7 P56-8 Mar 1972

Descriptors: exceptional child services; emotionally disturbed; autism; computers; psychotherapy; language development; retarded speech development; language instruction

Described briefly is Stanford University's Higher Mental Functions Program for autistic children. A computer is used in the program as a catalyst in the treatment of the nonspeaking children. Emphasis is upon participation and repetition. The computer plays eight different short games in which the child is asked a question requiring a response. The treatment approach is based on the following three assumptions: all children like to play lively noisy games, autistic children favor playing with machines, and computers have limitless patience and persistence, unlike people. (KW)

ABSTRACT 1300

EC 04 1300 ED N.A.
Publ. Date 71 11p.
Lovaas, Ivar and Others
Response Latencies to Auditory Stimuli in Autistic Children Engaged in Self-Stimulatory Behavior.
EDRS not available
Journal of Behavior Research and Therapy; V9 P 39-49 1971

Descriptors: Exceptional child research; emotionally disturbed; autism; stimulus behavior; aural stimuli; positive reinforcement

Studied were three groups of children (mute autistics, autistics with echolalic speech, and normals) under two conditions (while the children were engaged in self-stimulation vs. free from self-stimulatory behavior). The children were trained to approach a dispenser, for candy reinforcement, at the sound of a tone. The time interval between the onset of the tone and Ss approach was labelled his response latency. It was found that the presence of self-stimulatory behavior was associated with increased response latencies for the mute autistics; the response latencies of the latter group decreased as Ss received increased training in responding to the auditory stimulus; the amount of self-stimulatory behavior varied with the magnitude of reinforcement of other behavior; in a preliminary way, some control was obtained over the response latencies by experimentally manipulating the amount of self-stimulatory behavior. The data were conceptualized in terms of competing reinforcers. (Author)

ABSTRACT 1552

EC 04 1552 ED N.A.
Publ. Date 71 5p.
Despert, J. Louise
Reflections on Early Infantile Autism.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N4 P363-7 Oct-Dec 1971

Descriptors: exceptional child research; emotionally disturbed; autism; psychological characteristics; historical reviews; clinical diagnosis

Current worldwide recognition of the syndrome of early infantile autism is contrasted to the fact that, only 30 years ago, it was totally unknown. The popularization of the concept is seen to reflect, not gains in knowledge about the disorder, but only spreading confusion about the syndrome and some refinement of diagnostic criteria. Cited are several studies concerning incidence of autism. Delineated are two features which are almost uniformly present in autistic patients, as illustrated in presently available studies of infantile autism: failure to respond to tactile stimulation and aborted sexual development, in which interest in sex remains on an immature level and sexual drive is not in evidence. The reader is also reminded that in the I-Other relationship, the Other is nonfunctional in the autistic child. (KW)

ABSTRACT 1554

EC 04 1554 ED N.A.
Publ. Date 71 22p.
Rutter, Michael; Sussenwein, Fraida
A Developmental and Behavioral Approach to the Treatment of Preschool Autistic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N4 P376-97 Oct-Dec 1971

Descriptors: exceptional child services; emotionally disturbed; autism; psychotherapy; preschool children; behavior change; program descriptions; therapy

A scheme for the treatment of young preschool autistic children is described in which behavioral modification techniques in a developmental context are applied to problems involving failures in social development as well as in the development of language, a tendency to develop rigid and stereotyped behavior patterns, and the emergence of maladaptive and disruptive behavior. Emphasis is placed on the combination of behavioral modification with parent counseling and social work. Also noted are other aspects of treatment such as counseling, practical social services, medical and dental care, and care in nursery schools. The methods are subjected to a systematic evaluation in an ongoing investigation. (Author)

ABSTRACT 1748

EC 04 1748 ED N.A.
Publ. Date 72 8p.
Cruak, Mildred
Reflections on Communication and Autistic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N1 P1-8 Jan/Mar 1972

Descriptors: exceptional child education; emotionally disturbed; autism; communication (Thought Transfer)

The autistic child's inability to communicate effectively is discussed briefly from the viewpoint that complete human communication (thought transfer) involves more than the correct use of words. It is speculated that the autistic child does not understand many concept linkages that the normal person takes for granted. (CB)

ABSTRACT 1749

EC 04 1749 ED N.A.
Publ. Date 72 15p.
Kanner, Leo and Others
How Far Can Autistic Children Go in Matters of Social Adaptation?
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N1 P9-33 Jan/Mar 1972

Descriptors: exceptional child education; emotionally disturbed; autism; case studies; social adjustment

The case histories of nine autistic children, eight boys and one girl, selected from a total of 96 so diagnosed at The John Hopkins Hospital prior to 1953, are presented in some detail and discussed. These children, first evaluated and given the diagnosis at an age ranging from 2 years and 10 months to 8 years and 1 month, are presently in their 20's and 30's. Their development is traced from acute psychotic infancy until the end of 1971. Having made a sufficient social adjustment, they manage to function as self-dependent individuals, mostly well educated and all gainfully employed. Attention is drawn to differences be-

tween this group and other autistic patients, maturational and environmental issues as well as to past and present patterns of behavior and personality structure. (Author)

ABSTRACT 1751

EC 04 1751 ED N.A.
Publ. Date 72 18p.
DeMyer, Marian K. and Others
Parental Practices and Innate Activity in Normal, Autistic, and Brain-Damaged Infants.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N1 P49-66 Jan/Mar 1972

Descriptors: exceptional child research; autism; infant behavior; child rearing; parent role; emotionally disturbed

Infant care practices and innate activity are compared in a study of 96 families representing 33 autistic and early schizophrenic, 33 matched normal, and 30 subnormal children. Data from objectively rated interviews indicated that parents of psychotic and normal children were alike in infant care practices, total stimulation scores, and factor analytically derived scores. Parents of subnormals were the least stimulating and coldest, providing fewer contacts and less physical freedom to the infants than the other parents. Normal infants were more active but autistic and subnormal did not differ on any infant rating item. Infant factor scores showed that autistic and subnormal infants were most alike in the alertness factor, both below normal infants. Social factors did not differ. Brain damage indices were highest in subnormal and lowest in normal, all differing significantly. Results were discussed and interpreted to substantiate criticism of theories that attribute autism to parental or organic environmental causation during infancy. (Author)

ABSTRACT 1754

EC 04 1754 ED N.A.
Publ. Date 72 17p.
Wolf, Enid G. and Others
A Comparison of Personality Variables in Autistic and Mentally Retarded Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N1 P92-108 Jan/Mar 1972

Descriptors: exceptional child research; autism; mentally handicapped; personality; behavior rating scales; emotionally disturbed

Personality characteristics of 35 severely mentally retarded children, including 11 with Down's Syndrome, and 32 autistic children evaluated on the basis of the Behavior Rating Instrument for Autistic Children were compared and discussed. The children, 48 boys and 19 girls, ranged in age from 4 to 12 years. Rating on five scales pertaining to nature and degree of relationship to an adult as a person, communication, vocalization and expressive speech, drive for mastery, and psychosexual development, all described in some detail, indicated that the severely retarded group scored significantly higher in each area. Also higher for that group were the correlations between various scales. It is suggested that severely retarded children, particularly those with Down's Syndrome, are less disturbed, and better integrated than autistic children, and that fragmentation, compartmentalization and lack of generalization between key areas of function are specific factors in the autistic process. (Author)

ABSTRACT 1825

EC 04 1825 ED N.A.
Publ. Date 72 4p.
Tomaro, Malinda S.
Learning to Live Happily with Jimmy.
EDRS not available
Exceptional Parent; V1 N6 P36-9 Apr/May 1972

Descriptors: exceptional child education; autism; behavior problems; behavior change; family role; emotionally disturbed

A mother explains the family frustrations, joys, and role in helping autistic Jimmy learn to overcome his behavior problems. It is explained that patience, persistence, and firmness are needed to bring about proper behavior in the autistic child, since the autistic child may not be capable of understanding the behavior concepts on his own. The parents established behavioral goals for their son and then applied behavior change principles in achieving the goals. It is emphasized that parents need to talk constantly to the autistic child, although the nonverbal child may not seem to respond. (CB)

ABSTRACT 1848

EC 04 1848 ED N.A.
Publ. Date May 72 4p.
Marshall, Nancy R.; Hegrenes, Jack
The Use of Written Language As a Communication System for an Autistic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V37 N2 P258-61 May 1972

Descriptors: exceptional child research; emotionally disturbed; autism; language development; communication skills; verbal communication; language instruction; case studies

The article states that recent clinical practice has resulted in the development of a procedure to facilitate nonverbal language acquisition in an autistic child. Failure of therapeutic procedures to elicit verbal expressive skills led the clinicians to pursue an alternative communication system, written functional communication. A case study illustrates a patterned language program initiated to develop a beginning functional vocabulary with word cards, determine the correct semantic and syntactical sequencing of the word cards, and transfer the concepts learned with the words cards to written communication. Patterened written language is seen to be an effective means of developing a secondary communication system for certain types of nonverbal children. (Author)

ABSTRACT 1872

EC 04 1872 ED N.A.
Publ. Date 72 191p.
Greenfield, Josh
A Child Called Noah.
EDRS not available
Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: emotionally disturbed; autism; biographies; family (sociological unit); parent attitudes

Written in diary form, the book is a father's account of the first 5 years in the life of his second son, Noah, an autistic child. During his second year Noah began to talk and, although somewhat slow in development, appeared to be relatively normal. However, by the age of 2 1/2 he had stopped talking, could not perform simple tasks, and would not communicate with his parents. Recounted are the parents' worries and anguish, the effects of Noah's behavior on the family, and the family's efforts to help Noah, which included assistance from an operant conditioning program at UCLA and megavitamintherapy. (KW)

ABSTRACT 2012

EC 04 2012 ED N.A.
Publ. Date 72 157p.
Wing, Lorna
Autistic Children; A Guide for Parents.
EDRS not available
Brunner/Mazel, Inc., 64 University Place, New York, New York 10003 ($6.95).

Descriptors: emotionally disturbed; autism; parent education; child rearing; behavior problems; parent role

The first of two major sections in the book, addressed to parents of autistic children, focuses on the description and symptomatology of autistic children. Description of the behavior of autistic children, particularly in the first 5 years of life, enumerates their problems in understanding the world as well as difficult behavioral and emotional problems which pose problems for parents. Discussion of theories of causes examines theories which suggest emotional causes and theories which suggest physical or organic causes, with the author inclined toward the latter. Autism is compared to other handicaps and conditions with which it is frequently confused in the diagnostic process. The second section of the book, concerning the education and management of autistic children, details what doctors, teachers, and parents can do. Practical suggestions or techniques are outlined for parents to employ in managing difficult behavior, teaching basic skills, enlarging social experience, and dealing with health, adolescence, and other problems. Also discussed are family problems and services available for autistic children in England. (KW)

ABSTRACT 2276

EC 04 2276 ED N.A.
Publ. Date 71 150p.

Hundley, Joan Martin
The Small Outsider: The Story of an Autistic Child.
EDRS not available
St. Martin's Press, Inc., 175 Fifth Avenue, New York, New York 10010 ($4.95).

Descriptors: emotionally disturbed; autism; biographies; infancy; early childhood; child development

A mother recounts the first 6 years of her son David's life, an autistic child. Described are his strange and unveven development, his inability to communicate and to understand much of the real world, and his effect on the family. In addition to describing David's isolated world, the author also refers to other cases of autism and to current information and theory concerning this puzzling psychic disorder. (KW)

ABSTRACT 2657

EC 04 2657 ED N.A.
Publ. Date 71 328p.
Rutter, Michael, Ed
Infantile Autism: Concepts, Characteristics and Treatment.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($13.75).

Descriptors: exceptional child research; emotionally disturbed; autism; research reviews (publications); theories; therapy; infancy; classification; perception; perceptual development; socialization; language development; language ability; behavior change; behavior theories; educational methods; speech therapy

Proceedings of a study group on concepts, characteristics, and treatment of infantile autism in which investigators discussed ongoing research were presented. The introduction provided a brief history of clinical recognition of infantile autism. Reported in the discussion of classification difficulties were a comparative study of childhood psychoses, a pathogenic approach to infantile autism, and a pediatrician's approach to autism. Perception and social responses in autistic children were considered in treatments of childhood autism as a disorder of sensorimotor integration, visual perception in autistic childhood, and perceptual limitations in autistic children and their relation to social and intellectual deficits. The exchanges about experimental approaches to language focused on rules and language, and spontaneous patterns produced by autistic, normal and subnormal children. With regard to comparative and clinical approaches to language, autism as a central disorder of cognition and language, and a comparative study of perceptual and language development in autistic children were discussed. Presentations on behavioral approaches to treatment dealt with developmental therapy by parents, and theoretical and experimental aspects of the behavior modification approach to autistic children. Also considered was the educational treatment of autistic children. Concerns of speech therapy were treated in papers on sensory disorder in the autistic child and its implications for treatment, and an approach to treatment in a young autistic child. Excerpts from discussions that followed the presentation of papers in each major area were included. (GW)

ABSTRACT 2750

EC 04 2750 ED N.A.
Publ. Date Jan 71 9p.
Morrison, Delmont and Others
Effects of Adult Verbal Requests on the Behavior of Autistic Children.
EDRS not available
American Journal of Mental Deficiency; V75 N4 P510-8 Jan 1971

Descriptors: exceptional child research; autism; verbal communication; behavior patterns; adults; emotionally disturbed; aphasia; task performance; discrimination learning

The failure of autistic children to respond appropriately to verbal request may be due to developmental receptive aphasia or due to the interpersonal conflicts of the autistic child. Using two boys as subjects, the study investigated the effects of adult verbal request on the performance of autistic children in verbal discrimination tasks. Results demonstrated that the subjects' performances on a series of discrimination tasks shifted abruptly from random to better-than-chance discrimination when one of the objects to be discriminated was replaced by another object. The data are interpreted as indicating that failure to discriminate was not caused by inability to understand the request, but rather may have been due to the subjects' conflicts concerning compliance and resistance to adult request. (Author)

ABSTRACT 49

EC 05 0049 ED 067 781
Publ. Date (72) 66p.
Lovaas, O. Ovar and Others
Some Generalization and Follow Up Measures on Autistic Children in Behavior Therapy.
California University, Los Angeles
National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS mf,hc
11440

Descriptors: exceptional child research; autism; behavior change; operant conditioning; language instruction; emotionally disturbed; socially deviant behavior; reinforcement; institutionalized (persons); followup studies

Reported was a behavior therapy program emphasizing language training for 20 autistic children who variously exhibited apparent sensory deficit, severe affect isolation, self stimulatory behavior, mutism, echolalic speech, absence of receptive speech and social and self help behaviors, and self destructive tendencies. The treatment emphasized extinction of pathological behaviors through reinforcement withdrawal, aversive stimuli, or reinforcement of incompatible behavior, and language training. Measures of change included multiple response recordings of self stimulation, echolalic speech, appropriate speech, social nonverbal behavior, and appropriate play, along with Stanford Binet Intelligence Test and Vineland Social Maturity Test scores. Results were given as group averages followed by extensive discussions of changes in individual groups and children. Findings were summarized as follows: pathological behaviors (echolalia, self stimulation) decreased while desired behaviors (appropriate speech, play, social nonverbal behavior) increased; all children improved, some more than others; followup measures 2 years after treatment showed large differences depending upon the posttreatment environment; and reinstatement of therapy reestablished original therapeutic gains in the institutionalized children. (GW)

ABSTRACT 80

EC 05 0080 ED 067 804
Publ. Date 72 133p.
Bryson, Carolyn Q ; Hingtgen, Joseph N.

Early Childhood Psychosis: Infantile Autism, Childhood Schizophrenia and Related Disorders. An Annotated Bibliography 1964 to 1969.
Indiana Univ., Indianapolis. Medical Center
National Institute of Mental Health, Rockville, Md.
EDRS mf,hc
05154-09
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25).

Descriptors: exceptional child education; psychotic children; austism; schizophrenia; annotated bibliographies; emotionally disturbed infancy; early childhood; identification; clinical diagnosis; intellectual development; perceptual development; language development neurology; therapy; theories

The annotated bibliography on early childhood psychosis (infantile autism, childhood schizophrenia, and related disorders) contains 424 entries (books, journal articles, conference and research reports) dating from 1964 through the first 6 months of 1970, which pertain to theory, research, and treatment. Number of entries for each subject is noted in parentheses. The following topics serve to organize the entries: descriptive studies (36), differential diagnosis (27), family characteristics (21), behavioral characteristics (19), followup studies (13), intellectual development (12), perceptual processes (28), language (20), neurobiological correlates (seven), drug studies (12), electroencephalogram studies (13), skeletal, cell, biochemical, and other studies (19), psychotherapy (50), behavior therapy (78), educational programs (20), evaluation of therapy (six), and theory (43). Included is an author index. (GW)

ABSTRACT 177

EC 05 0177 ED N.A.
Publ. Date 72 280p.

Park, Clara Claiborne
The Siege: The First Eight Years of an Autistic Child.
EDRS not available
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($2.95).

Descriptors: exceptional child education; emotionally disturbed; autism; early childhood; environmental influences; child development; psychiatry; medical case histories; parent role; communication problems

Presented is a mother's personal account of the intensive efforts to bring her autistic child into contact with her environment. Born apparently normal, the child's slow developmental progress and disinterest in human relationships led to a diagnosis of autism at 3 years of age. The mother's detailed efforts to get the child to use effort meaningfully, see with understanding, and hear and respond to verbal and musical communication are described. Perfectly happy in isolation, the child was unable to form relationships even within her own family. The psychiatric professionals consulted by the family were felt to be cold, disapproving, and not helpful until the child was taken to the Hempstead Clinic in England at which the parents found the support and encouragement they needed. Defended is the important contribution parents can make to the therapy of their own children if given professional support and guidance. The tedious word by word process of teaching the child to speak is outlined. Ideas of order and number came quickly but often without meaning and repetitively. At 8 years of age the child was able to function minimally in the family and special school setting. (DB)

ABSTRACT 201

EC 05 0201 ED 069 096
Publ. Date May 72 61p.
Walker, Hill M.; Hops, Hyman
The Use of Group and Individual Reinforcement Contingencies in the Modification of Social Withdrawal. Report No. 6.
Oregon Univ., Eugene. Center for Research in the Behavioral Education of the Handicapped, Dept. of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
7-0706

Descriptors: exceptional child research; withdrawal tendencies (psychology); socially maladjusted; behavior change; emotionally disturbed; positive reinforcement; peer relationship; interaction process analysis; socialization; social relations

Investigated was the effectiveness of various reinforcement contingencies in diminishing social withdrawal in children, which is defined in terms of low rates of social interaction. Se were three socially withdrawn first and second graders in three different regular classes, as determined by scores on the Walker Problem Behavior Identification Checklist. A behavioral coding system was developed for observing and recording social interactions in the classroom. Following training of the withdrawn child in social interaction skills using a symbolic modeling procedure, the S was reinforced (earned points) when she got a peer to initiate to her in Experiment I; in Experiment II, the peer group was trained and then earned points for each initiation by the S to a peer; Experiment III was a combination of I and II. Results showed that individual token reinforcement, group token reinforcement, and a combination of individual and group reinforcement were all effective in increasing social interaction rate of withdrawn Ss, with the combined procedures in Experiment III producing the most dramatic changes in rate. (KW)

ABSTRACT 358

EC 05 0388 ED 071 216
Publ. Date 72 52p.
Stuecher, Uwe
Tommy: A Treatment Study of An Autistic Child.
Council for Exceptional Children, Reston, Va.
EDRS not available
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.25).

Descriptors: exceptional child research; emotionally disturbed; autism; case studies; behavior change; psychotherapy; self care skills; emotional development

An 8-year-old hospitalized severely autistic boy was given up to 8 hours per day of therapy for 5 months in an attempt to establish a strong child-therapist affection relationship (which would serve as the basis for all other therapy) and to train the child through a behavior modification program. The teacher-therapist was a graduate student supervised by a hospital psychiatrist. Tommy's symptoms included inability to relate to people, self-imposed isolation, lack of reaction to auditory stimuli, lack of speech, hyperactivity, repetitious motions, feeding problems, and lack of toilet training and ability to dress himself. The first month of therapy was devoted to establishing physical contact and affection. Next, a behavior modification program was gradually introducted to teach personal, social, and academic skills. As a result of the one-to-one therapy, Tommy learned to speak about 70 words, became toilet trained, dressed himself, ate using utensils, learned to read and write numbers to 10 and about 20 words, improved his social skills, decreased his self isolation need, and lengthened his attention span. Emotional weaning (therapist's gradual withdrawal out of relationship) ended the therapy. (KW)

ABSTRACT 440

EC 05 0449 ED N.A.
Publ. Date 72 200p.
Turtin, Frances
Autism and Childhood Psychosis
EDRS not available
Jason Aronson Book Publishers, 59 Fourth Avenue, New York, New York 10003 ($10.00).

Descriptors: exceptional child education; emotionally disturbed; autism; schizophrenia; psychotic children; infancy; early childhood; childhood; psychiatry; psychotherapy; classification; psychological evaluation

Described are aspects of childhood psychosis from a psychoanalytic point of view stressing the need to build an inner construct of reality in the autistic child whom the author classifies as suffering from either abnormal primary autism, encapsulated secondary autism, or regressive secondary autism. Clinical material is given to demonstrate autistic processes in the child. Psychotic depression is said to precede the autistic break with reality. Processes of secondary autism are described which are said to arise to protect the child against psychotic depression. Commented on are the second skin phenomenon and the use by the psychotic child of autistic objects to gain a sense of self-sufficiency. The author's system of classification considers the following three types of pathological autism: abnormal primary autism as an abnormal prolongation of the normal autism of infancy due to gross or partial lack of essential nurturing; encapsulated secondary autism said to develop as a defense against the panic associated with unbearable bodily separateness; and regressive secondary autism marked by a breakdown after what had appeared to be normal development. The classification system is said to be useful as a basis for treatment. Differential features of early infantile autism and childhood schizophrenia are discussed and a clinical description of childhood schizophrenia is given. The psychotherapy of the psychotic child is considered, giving suggestions for the treatment setting and discerning common phases of the psychotherapeutic process. (DB)

ABSTRACT 731

EC 05 0731 ED N.A.
Publ. Date 73 245p.
Kozloff, Martin A.
Reaching the Autistic Child, A Parent Training Program.
EDRS not available
Research Press, 2612 North Mattis, Champaign, Illinois 61820 ($3.95).

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; parent education; behavior change; behavior theories; operant conditioning; social psychology; socialization; case studies

Reported were the results of an experimental parent training program said to have taught four sets of parents to use behavior modification techniques to effect positive behavior change in their autistic children. The behavioral approach to autism was offered as an alternative to the medical model which was said to include both psychogenic and biogenic schools of thought. Presented were principles of operant conditioning and social exchange theory which were reported to have been the two behavioral approaches on which the training pro-

gram was based. The parent training program was said to focus on socialization of the child in the family system by changing the behavior patterns of the parents thought to be relevant. During the pre-experimental phase of the study, data were gathered on the child, his problems, and the family. The experimental phase consisted of establishing a baseline of behavior and the parent training program which included initial laboratory training and a longer home training period. After instruction in exchange theory, the parents were trained in basic techniques of management such as the following: creating an effective teaching-learning environment, training the child in increased eye contact and constructive behavior, and a four stage speech training program. Methodology of the experiment included observations before, during, and after training and following the experimental partial reversal of training effects. The training program and progress of each of the four children is given. Luke, a 7 year old boy was seen to engage in bizarre disruptive behavior and little constructive behavior, have no words, and show signs of autistic aloneness. After 11 months of training negative behavior was reported to have sharply reduced in frequency and positive activity and speech to have increased in frequency. (DB)

ABSTRACT 742

EC 05 0742 ED N.A.
Publ. Date Jul-Sep 6p.
Mahler, Margaret S.; Furer, Manuel
Child Psychosis: A Theoretical Statement and Its Implications.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N3 P213-8 Jul-Sep 1972

Descriptors: exceptional child education; psychotic children; autism; theories; psychiatry; emotionally disturbed; mothers; child development; maturation; personality development

The authors discuss implications of a theory of child psychosis which states that the crucial disturbance is the infant's lack or loss of the ability to utilize the mother during the early phases of life as a complement to and organizer of its own maturation. Two syndromes of child psychosis are identified: infantile autism in which there is said to be regression to the autistic phase of earliest infancy in which the mother is not perceived as representative of the outside world; and symbiotic psychosis in which the child regresses to a distorted symbiotic phase due to failures in the separation-individuation process. The authors regard a psychotic child as half an individual whose condition can be treated only through restoration (as completely as possible) of the original symbiotic mother-child dual unity and through subsequent facilitation of a separation-individuation process in the presence of a libidinally available mother. Briefly recounted are experiences with a mother-therapist-child treatment situation in which the first goal is to reestablish a symbiotic union with the mother via the therapist as bridge. (GW)

ABSTRACT 746

EC 05 0746 ED N.A.
Publ. Date Jul-Sep 11p.
Hermelin, Beate
Locating Events in Space and Time: Experiments with Autistic, Blind, and Deaf Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N3 P288-98 Jul-Sep 1972

Descriptors: exceptional child research; autism; space orientation; time; cognitive processes; emotionally disturbed; visually handicapped; aurally handicapped; learning processes; stimulus behavior; aural stimuli; visual stimuli

Autistic, blind, deaf (10 in each handicapped group) and normal (20) children were compared in two experiments focused on responses to stimuli in situations allowing for alternative strategies and coding processes. The autistic Ss (ranging in age from 6 to 14 years) and control groups were matched for levels of cognitive development or for task performance relevant to the functions tested. Like the normal and unlike the blind or blindfolded, autistic children used visual rather than tactile cues to locate stimuli. On the other hand, like the deaf, but unlike the hearing, they organized visually presented verbal items in a spatially rather than temporally ordered sequence. It was suggested that autistic children do not necessarily process visual stimuli inadequately. Rather, processing capacity was thought to depend on the availablity of codes for organization, which may be relatively independent of the modality in which stimuli are presented. (Author)

ABSTRACT 817

EC 05 0817 ED N.A.
Publ. Date Dec 72 12p.
Goodman, Joan
A Case Study of an 'Autistic-Savant': Mental Function in the Psychotic Child with Markedly Discrepant Abilities.
EDRS not available
Journal of Child Psychology and Psychiatry; V13 N4 P267-78 Dec 1972

Descriptors: exceptional child research; emotionally disturbed; autism; psychotic children; case studies; memory; visual perception; associative learning

Evaluated was the case study of an autistic boy who showed a high level of mental competence in a few areas, and analyzed were the child's mental functions of visual discrimination, memory, and associational processes. The boy was reported to have exhibited typical autistic behavioral abnormalities of delayed language and social indifference but performed at the ninth grade level on reading and spelling before 8 years of age and could recite countless facts and figures with an IQ of 37. Arrived at were the following conclusions: perception was adequate for visual discrimination but not for spatial orientation, superior memory existed for data of limited scope and was explained by a failure to forget, and abstract associations were able to be formed while developmentally easier tasks were failed. The author suggests that the behavioral and mental contradictions were a natural developmental outcome of deficiencies in somatic awareness. (DB)

ABSTRACT 1038

EC 05 1038 ED N.A.
Publ. Date Jan 73 3p.
Spence, M. A. and Others
Sex Ratios in Families of Autistic Children.
EDRS not available
American Journal of Mental Deficiency; V77 N4 P405-7 Jan 73

Descriptors: exceptional child research; emotionally disturbed; autism; family structure; sex differences; males; siblings

Investigated by means of a sex ratio study in 47 families of autistic children was the fact that males are more often affected with autism than females irrespective of the precise definition used for diagnosis. The 47 families included five families with two affected children. Deviations from the expected one to one sex ratio were found. Maternal siblings showed a significant deviation in the direction of the sex of the proband. Paternal sibling showed just the opposite deviation for female probands only. No explanation was provided for the results. (Author/DB)

ABSTRACT 1403

EC 05 1403 ED N.A.
Publ. Date 73 322p.
Lahey, Benjamin B., Ed.
The Modification of Language Behavior.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($11.95).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; speech handicapped; handicapped; autism; stuttering; voice disorders; aphasia; psycholinguistics; language instruction; research reviews

The book of seven readings summarizes advances in the application of behavior modification techniques to problems of language in mentally handicapped, emotionally disturbed, and speech handicapped children and adults. An introductory chapter defines linguistic terms and explains basic concepts in behavior modification. Doris Sloss and Donald Baer review some experimental analyses of linguistic development in institutionalized retarded children. A major finding was that teaching a small number of exemplars in a class of linguistic behavior generalizes to other members of the class not taught directly. Sheila McKenna-Hartung and Jurgen Hartung consider the establishment of verbal imitation skills and functional speech in autistic children. The theoretical foundations underlying verbal conditioning are discussed, and the conditioning procedures presented. The chapter on stuttering by Richard Martin and Roger Ingham reviews experimental studies involving response con-

tingent consequences and operant behavior modification experiments explicitly involving a therapeutic procedure. The manipulation of vocal behavior through the use of electronic devices programed to respond to specific acoustic events are considered by James Fitch in a chapter on voice and articulation. Described also are current materials and techniques designed for the treatment of articulation disorders. Lawrence Simkins in a chapter on cluttering (rapid, unintelligible, speech) considers the characteristics and etiology of cluttering, and details behavior therapy techniques found useful. A study to train spouses to improve the functional speech of aphasic patients by Robert Goodkin, Leonard Diller, and Nandini Shah found significant gains in the functional speech of target verbal behaviors of both patient and spouse in 23 couples. The final reading on minority group languages discusses behavior modification techniques based on assumptons such as the importance of language as a key factor in educational and occupational achievement and the necessity to make language changes without violating the cultural heritage of minority group members. (DB)

ABSTRACT 1473

EC 05 1473 ED N.A.
Publ. Date Spr 73 9p.
Nordquist, Vey Michael Wahler, Robert G.
Naturalistic Treatment of an Autistic Child.
EDRS not available
Journal of Applied Behavior Analysis; V6 N1 P79-87 Spr 1973

Descriptors: exceptional child research; emotionally disturbed; autism; early childhood; behavior problems; behavior change; operant conditioning; parent role, parent education; home instruction

The present research experimentally evaluated a naturalistic treatment program for a 4-year-old autistic child administered by the parents over 2 years. Operant reinforcement techniques previously developed and tested in laboratory settings were initially assessed in a clinic and eventually in the family's home. Experimental manipulations were performed in both settings in rituals, crying and whining, compliance, nonverbal imitation, and verbal imitation. The results indicated that parents can effectively treat autistic behaviors provided that they receive adequate training and supervision in operant reinforcement therapy, and provided that sufficiently potent reinforcers are available to maintain behavior. (Author)

ABSTRACT 1476

EC 05 1476 ED N.A.
Publ. Date Spr 73 36p.
Lovaas, O. Ivar and Others
Some Generalization and Follow-Up Measures on Autistic Children in Behavior Therapy.
EDRS not available
Journal of Applied Behavior Analysis; V6 N1 P131-66 Spr 1973

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; operant conditioning; behavior change; reinforcement; language instruction; therapy; followup studies; speech improvement; play; social adjustment

Twenty autistic children were treated with behavior therapy that included use of primary reinforcers, contingent reinforcement withdrawal, and extensive language training. At intake, most of the children were severely disturbed, having symptoms indicating an extremely poor prognosis. The children were treated in separate groups, and some were treated more than once, allowing for within- and between-subject replications of treatment effects. Reliable measures of generalization across situations and behaviors, as well as across time, (followup) were employed. Data indicated: that inappropriate behaviors (self-stimulation and echolalia) decreased during treatment, and appropriate behaviors (appropriate speech, appropriate play, and social nonverbal behaviors) increased; that spontaneous social interactions and the spontaneous use of language occurred about 8 months into treatment for some of the children; that IQs and social quotients reflected improvement during treatment; that there were no exceptions to the improvement, although some children improved more than others; that followup measures recorded 1 to 4 years after treatment showed that large differences between groups of children depended upon the post-treatment environment (those groups whose parents were trained to carry out behavior therapy continued to improve, while children who were institutionalized regressed); and that a brief reinstatement of behavior therapy could temporarily re-establish some of the original therapeutic gains made by the children who were subsequently institutionalized. (Author/GW)

ABSTRACT 1672

EC 05 1672 ED 074 675
Publ. Date (72) 7p.
Carter, Ronald D.; Poeschel, Susan M.
PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School.
EDRS *mf,hc*

Descriptors: exceptional child education; autism; schizophrenia; program descriptions; behavior change; emotionally disturbed; operant conditioning; performance factors

Described is a program to provide educational services for severely emotionally disturbed (autistic or childhood schizophrenic) children based on behavior modification principles. Both formal and informal tests of performance are given in the areas of preacademic and readiness tasks. Each child is individually tutored in language, pre-reading, pre-arithmetic, and self help skills. Parental reaction to the program has been positive. A sample of student growth in the 8 months of the program is that of a child who previously rocked incessantly, threw furniture, and screamed, but who now sits quietly, waits her turn, and plays cheerfully. The instructional staff have been involved in obtaining instructional materials, doing paperwork, and restricting the involvement of visitors. (DB)

ABSTRACT 1811

EC 05 1811 ED N.A.
Publ. Date May 73 8p.
Tanguay, Peter E.
A Pediatrician's Guide to the Recognition and Initial Management of Early Infantile Autism.
Pediatrics; V51 N5 P903-10 May 73

Descriptors: exceptional child education; emotionally disturbed; autism; early childhood; medical evaluation; etiology; interdisciplinary approach; parent counseling; parent role

Intended for pediatricians, the article presents the clinical characteristics, the pathophysiology, and current views regarding the diagnosis and management of infantile autism. Though organic factors are suggested to play a primary role in the genesis of the syndrome, early intervention aimed at maximizing social and cognitive skills is thought to benefit autistic children. Clinical characteristics such as nonexistent or noncommunicative speech and incidence statistics are given. The differential diagnosis of infantile autism from mental retardation, childhood schizophrenia, and other disorders is described. A multidisciplinary team approach utilizing child psychiatrists, psychologists, social workers, and teachers is recommended in evaluating and managing the autistic child. Parents are seen to require professional counseling in adjusting to their child's condition and can then help the child learn and function socially. Also noted are drug therapy, the need for special schooling, and an improving prognosis. (DB)

ABSTRACT 1838

EC 05 1838 ED N.A.
Publ. Date 72 211p.
Davids, Anthony
Abnormal Children and Youth: Therapy and Research.
EDRS not available
John Wiley and Sons, 605 Third Avenue, New York, New York 10016 ($11.95).

Descriptors: exceptional child research; emotionally disturbed; autism; behavior problems; underachievers; childhood; adolescents; research reviews (publications); behavior change; operant conditioning; experimental psychology; child psychology; therapy

Presented are nine research studies in the clinical psychology of abnormal children and youth. The studies describe the application of psychological and educational techniques to emotional problems of children. Studies are reported to have been conducted in settings ranging from a children's psychiatric hospital to an Ivy League university. Disorders include autism, childhood schizophrenia, behavioral disorders, and underachievement. Two studies are reported of the use of behav-

ior modification with severely disturbed young children in residential treatment. Studies of the ego functions in middle childhood and the psychopathology, academic achievement, and social relations of preadolescent boys in a halfway house are included under psychological studies of emotionally disturbed children in transition. The following five studies in the area of the personality, psychotherapy, and special education of adolescent underachievers are reported: cognitive controls in underachieving adolescents, personality characteristics of underachievers, explorations in group therapy with adolescent underachievers, maternal attitudes and adlescents' attainments, and changes in personality and academic attainment following a special education program. (DB)

ABSTRACT 2180

EC 05 2180 ED 078 624
Publ. Date 73 12p.
Creedon, Margaret Procyk
Language Development in Nonverbal Autistic Children Using a Simultaneous Communication System.
EDRS mf,hc
Margaret Procyk Creedon, Dysfunctioning Child Center, Michael Reese Hospital, Chicago, Illinois 60616.
Reprint of A Paper Presented at the Society for Research in Child Development Meeting (Philadelphia, Mar 31, 1973).

Descriptors: exceptional child education; autism; manual communication; behavior change; training techniques; emotionally disturbed; communication problems; communication skills; language patterns; sign language; language instruction; reinforcement

Twenty-one nonverbal autistic children, 4- to 9-years-old, with language ages of 4- to 24-months, participated in the communication learning program from 1 to 3 years. Simultaneous verbal and manual signs were chosen as the communications mode. The children initially displayed infrequent, unrecognizable vocalizations (screeches, or vocal twiddles), failed to role play, used objects repetitively and nonfunctionally, and showed either little affect or self-aggressiveness. A behavioral framework with reinforcement included rewards, such as food, tokens, and social approbation. Parents attended weekly meetings and also observed training sessions. A day school was developed, consisting in supervised group work for short periods, and gross motor activities (roller skating, swimming, or art activities), and later evolved into three levels and more extensive tasks. Initially the children imitated all teacher hand movement, repeated questions and added answers, repeated only key words, or directed questions meant for other children to teachers. Later (still signing manually), children instructed themselves before performing, generated sentences comparable to 2 and 3 year olds', labeled other children's inappropriate behaviors, helped one another, mastered personal pronouns, and had an estimated vocabulary range of 101 to 370 words (a gain of over 100 words in a year). Some children began to mouth words, verbally approximate words, and three children could verbalize 'hi' or 'bye'. Behavioral assessment indicated increase in social activity, decrease in self stimulation, higher levels of play, and attempts to play with classmates. (MC)

ABSTRACT 2413

EC 05 2413 ED 081 129
Publ. Date Mar 73 701p.
Education for the Handicapped, 1973--Hearings Before the Subcommittee on Handicapped of the Committee on Labor and Public Welfare United States Senate--Ninety-Third Congress, First Session.
Congress of the U. S., Washington, D. C. Senate Committee on Labor and Public Welfare
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Descriptors: exceptional child education; handicapped children; federal government; federal legislation; federal aid; autism

Presented are the proceedings of the hearings before the Subcommittee on Handicapped of the Committee on Labor and Public Welfare on Senate Bills 896, 6. 14, and 808 which would provide financial assistance to the states for improved educational services for handicapped children, support research and development in the care and treatment of autistic children, and authorize a screening program to identify children with specific learning disabilities. The full texts of the four bills are provided. The statements given before the committee and the full statements of the approximately 30 witnesses are presented. The following persons are among the listed witnesses: Dr. Marianne Frostig, clinical professor of education; Hon. Joe Foss, former governor of South Dakota; William Geer, executive director, Council for Exceptional Children; Hon. Ernest Hollings, U.S. Senator from South Carolina; Edward Palmer, research director, Children's Television Workshop; Rafer Johnson, Olympic decathlon champion; Nanette Fabray MacDougall, television and broadway actress; and Dick Dowling, director of governmental affairs, American Speech and Hearing Association. Additional information includes articles and publications, communications to senators on the committee, and questions and answers. (DB)

ABSTRACT 2449

EC 05 2449 ED N.A.
Publ. Date Jan-Mar 21p.
Miller, Arnold; Miller, Eileen Eller
Cognitive-Developmental Training with Elevated Boards and Sign Language.
Journal of Autism and Childhood Schizophrenia; V3 N1 P65-85 Jan-Mar 73

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; cognitive development; language development; training techniques; verbal ability; case studies (education); manual communication

Described is the cognitive-developmental training of 19 mute autistic children, mean age 11 years, with special language signs and connected boards elevated 3 to 6 feet above the ground to promote awareness of body in relation to surrounding objects. Thirteen of the children are said to have been in residential treatment and six children are said to have attended day school. It is reported that signs were systematically paired with appropriate spoken words which all children learned to understand; that all the children learned to initiate signs to achieve desired objects or goals; and that the day school children, a younger group, achieved significantly greater expressive use of signs and words than the residential school children. Case studies are presented for two children who made the transition from signs to expressive spoken language. The training program is discussed in detail. (MC)

ABSTRACT 2525

EC 05 2525 ED N.A.
Publ. Date Sep 73 19p.
Bartak, Lawrence; Rutter, Michael
Special Education Treatment of Autistic Children: A Comparative Study--1. Design of Study and Characteristics of Units.
EDRS not available
Journal of Child Psychology and Psychiatry; V14 N3 P161-79 Sep 1973

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; followup studies; program effectiveness; program evaluation; residential programs; teaching methods; behavior patterns; cognitive development; language development; staff role; social adjustment

Fifty autistic children, average age 7 to 9 years who manifested the three key features of autism before 30 months of age, were subjects of a followup study conducted over a 3 1/2 to 4 year period to compare effectiveness of three special education approaches by assessing changes in cognitive, linguistic, social, and behavioral status. Findings showed that the regimes in the units varied in the amount of structure and orientation to educational goals. Also, there were significant differences in the amount and character of staff interactions with children both among units and among individual staff members, for related information, see EC 060405. (MC)

ABSTRACT 178

EC 06 0178 ED N.A.
Publ. Date Apr-Jun 7 17p.
Schreibman, Laura; Lovaas, O. Ivar
Overselective Response to Social Stimuli by Autistic Children.
EDRS not available
Journal of Abnormal Child Psychology; V1 N2 P152-68 Apr-Jun 1973

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; stimulus behavior; social development

The investigation sought to determine if stimulus overselectivity might be a possible basis for the deviant social behavior in autistic children. Seven autistic and five normal children (ages 5 to 11 years) were trained to discriminate between clothed girl and boy doll figures. After the children had acquired the discrimination, the individual clothing components and the heads were systematically interchanged between the figures. Thus, it could be determined which component(s) the children had used to make the discrimination. The autistic children demonstrated stimulus overselectivity in that they formed the discrimination between the boy and girl figures on the basis of only one component or peculiar combinations of components. For example, one child discriminated the figures on the basis of shoes. In contrast, the normal children responded primarily to the figures' heads but could also respond correctly to other parts. The findings are consistent with previous research on stimulus overselectivity and have implications for understanding the difficulty autistic children show in forming meaningful social relationships. (Author)

ABSTRACT 406

EC 06 0405 ED N.A.
Publ. Date Dec 73 30p.
Rutter, Michael; Bartak, Lawrence
Special Educational Treatment of Autistic Children: A Comparative Study-II. Follow-Up Findings and Implications for Services.
EDRS not available
Journal of Child Psychology and Psychiatry; V14 N4 P241-70 Dec 1973

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; adolescents; followup studies; program effectiveness; program evaluation; teaching methods; behavior patterns; cognitive development; language development; social adjustment; performance factors

Fifty autistic children, average age 7 to 9 years at time of original assessment (1967), were followed up in a final study (1971) to assess change in educational, cognitive, linguistic, social, and behavioral status and to determine differential effects of three special educational units. The children had been grouped in unit A, a class employing regressive techniques and minimal structured teaching; unit B, a permissive classroom environment combining special education methods and regressive techniques; and unit C, a school for autistic children which emphasized structured methods to develop perceptual, motor, and cognitive skills. Results indicated that two thirds of the children used phrase speech to communicate, that most had developed some social responsiveness, that deviant behaviors were less marked, and that a third were reading at or beyond the 8-year level and had acquired all four basic arithmetical skills. Additionally, data showed that IQ was an important predictor of scholastic progress and of speech development. Comparative data on the educational approaches, which indicated that the children in unit C performed better than children in the other units, led to the conclusion that large amounts of specific teaching in a well-controlled classroom provide the greatest benefits in scholastic progress. The findings have implications for the optimum types of schooling required for autistic children. (For related information see EC 05 2525) (MC)

ABSTRACT 430

EC 06 0430 ED N.A.
Publ. Date Apr-Jun 7 3p.
Kanner, Leo
The Birth of Early Infantile Autism.
Journal of Autism and Childhood Schizophrenia; V3 N2 P93-5 Apr-Jun 1973

Descriptors: exceptional child education; autism; early childhood; historical reviews; classification; emotionally disturbed

The author, who originated the term 'early infantile autism' recalls his first involvement with a 5-year-old autistic child, and the paper in which he described the syndrome. He stresses the need for distinguishing between early infantile autism and autism as defined by Eugen Bleuler. (DS)

ABSTRACT 437

EC 06 0433 ED N.A.
Publ. Date Apr-Jun 7 13p.
Noy, Philip G.
Effect of Contingent and Non-contingent Reinforcement on the Behavior of An Autistic Child.
Journal of Autism and Childhood Schizophrenia; V3 N2 P115-27 Apr-Jun 1973

Descriptors: exceptional child research; autism; behavior change; operant conditioning; reinforcement; emotionally disturbed; early childhood

Evaluated were the effects of non-contingent and contingent reinforcement of eye contact on the behavior of a 4 1/2-year-old autistic boy. Rate changes in 20 types of behavior comprising a variety of simple responses, contacts, vocalizations, verbalizations or movements under the two reinforcement conditions and during baseline, were recorded and compared. Significant changes were found in the frequency of vocalization, eye contact, and placing hands over ears. It is possible that when many types of behavior are examined simultaneously there are some which show as marked a change during non-contingent as during contingent reinforcement. Reinforcement could be a setting stimulus changing the child's expectations and prompting many changes in behavior that might be thought to result from the reinforcement procedure. (Author)

ABSTRACT 438

EC 06 0435 ED N.A.
Publ. Date Apr-Jun 7 16p.
Treffert, Darold A. and Others
An Inpatient Treatment Program and Outcome for 87 Autistic and Schizophrenic Children.
Journal of Autism and Childhood Schizophrenia; V3 N2 P138-53 Apr-Jun 1973

Descriptors: exceptional child education; autism; schizophrenia; therapy; hospital schools; emotionally disturbed; hospitalized children; program evaluation; prediction

The evolution, and therapeutic outcome structure, of a treatment program over an 11-year period in a psychiatric hospital which included a specialized sequential school and task curriculum, for 57 autistic and schizophrenic children were evaluated. One-third of the children ultimately were discharged to their own homes. The rate of discharge showed a positive correlation with late onset, development of speech by 5 years of age, and completion of bowel and bladder training at the time of admission. The 33 patients of the sample with early infantile autism tended to remain chronically hospitalized compared to cases with later onset. (Author)

ABSTRACT 439

EC 06 0439 ED N.A.
Publ. Date Jul-Sep 7 48p.
DeMyer, Marian K. and Others
Prognosis in Autism: A Follow-up Study.
Journal of Autism and Childhood Schizophrenia; V3 N3 P199-246 Jul-Sep 1973

Descriptors: exceptional child research; autism; followup studies; prediction; etiology; emotionally disturbed; childhood; biological influences

A followup study involved 85 autistic boys and 35 autistic girls, about 5 1/2 years of age at initial evaluation and 12 years of age at followup. Measures (also applied to 26 non-psychotic subnormal controls) included speech, social educational, and family adequacy ratings; IQ's; and neurological data. Most of the autistic children remained educationally retarded and 42% of the children were institutionalized at time of followup. Good agreement with two studies by other authors indicated the following prognosis in autism: 1-2% recovery to normal, 5-15% borderline, 16-25% fair, and 60-75% poor. The best predictor of functional capacity in a work/school setting was the child's rating at intake. Performance IQ and severity of illness were the next best predictors. Case histories of 20 children with the best outcomes, including two children who functioned normally, were analyzed. Study results supported theories linking the cause of autism to biological factors. (Author)

ABSTRACT 441

EC 06 0441 ED N.A.
Publ. Date Jul-Sep 7 7p.
Colby, Kenneth Mark
The Rationale for Computer-Based Treatment of Language Difficulties in Nonspeaking Autistic Children.
Journal of Autism and Childhood Schizophrenia; V3 N3 P254-60 Jul-Sep 1973

Descriptors: exceptional child education; autism; language development; computer assisted instruction; program descrip-

tions; emotionally disturbed; childhood; therapy

Some principles are described which underlie a computer-based treatment method for language difficulties in nonspeaking autistic children. These children are assumed to be dissymbolic with a primary difficulty in processing any type of symbols, language being the most important symbolic system used in human communication. The main treatment principle involves the encouragement of exploratory play with a keyboard-controlled audio-visual display on which symbols can be made to appear accompanied by human-voice and other sounds. Adult interference is minimized so a child can self-select and self-direct his own play. It is reported that 13 out of 17 nonspeaking autistic children have shown linguistic improvement as a result of the treatment and that the four cases of failure to improve were children who refused to play with the display device. (Author)

ABSTRACT 706

EC 06 0706 ED 085926
Publ. Date 73 168p.
Autism: 4th Annual Meeting of the National Society for Autistic Children, June 22-24, 1972, Flint Michigan.
National Society for Autistic Children, Syracuse, N.Y.
National Inst. of Mental Health (DHEW). Rockville, Md. Public Health Services
EDRS mf,hc
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 1724-00345, $1.75)

Descriptors: exceptional child education; exceptional child research; autism; conference reports; program descriptions; emotionally disturbed; schizophrenia; early childhood education; nutrition; community programs; verbal operant conditioning; prevocational education; foreign countries; interviews; perceptual development; followup studies

Presented are proceedings of the 4th annual (1972) meeting of the National Society for Autistic Children including 11 papers given at the meeting. Listed are officers and board members of the society, the convention committee members, and recipients of citations and awards. The president's report notes past goals, accomplishments, and future goals; and the text of a resolution urges federal involvement in the needs of autistic children. The papers address the following topics: a 1972 progress report on child priority (keynote address); a community based therapeutic program; research progress in areas of vitamins, hypoglycemia, and food intolerances; a description of the Flint, Michigan program which coordinates community services with the educational system; problems in the modification of verbal behavior; a hospital based therapeutic nursery program; a prevocational training program; work with autistic children in the United Kingdom; an interview with a rehabilitated autistic adult; perceptual development in autistic children; and a followup study of childhood schizophrenia. (DB)

ABSTRACT 720

EC 06 0720 ED N.A.
Publ. Date Win 74 9p.
Preschi, David F.
Where We Are. Where We Are Going. How We're Getting There.
Teaching Exceptional Children; V6 N2 P89-97 Win 1974

Descriptors: exceptional child education; emotionally disturbed; behavior change; behavior patterns; behavior rating scales; autism; neurologically handicapped

Discussed are procedures for the charting of behavior changes to provide feedback for child and teacher which are reported to have been used at one school for autistic and neurologically impaired children. Sixteen samples of charting patterns and interpretive guidelines are provided. Discussed and presented are five charts dealing with number of sounds read correctly by a 10-year-old brain injured boy, number of socially helpful acts by a class of autistic and/or brain injured children, number of screams by an 8-year-old autistic girl, correct counting behaviors of a 12-year-old learning disabled boy, and addition skills in an autistic and deaf child, respectively. Charting is seen to allow for evaluation of intervention procedures. (DB)

ABSTRACT 1616

EC 06 1616 ED N.A.
Publ. Date Nov 73 10p.
Harper, Juliet
Embracement and Enticement: A Therapeutic Nursery Group for Autistic Children.
Slow Learning Child; V20 N3 P173-82 Nov 1973

Descriptors: exceptional child education; autism; early childhood education; program evaluation; therapy; emotionally disturbed; special classes; play therapy

Described are treatment procedures and outcome for 20 autistic or otherwise emotionally disturbed preschool children referred to a therapeutic nursery group over a 3-year period. It is explained that beginning treatment as early as 2 years it is hoped that further autistic withdrawal can be arrested. Discussed is the therapeutic procedure which aims at involving the children in a simulated family group with a male and female therapist and providing rewarding play experiences to encourage learning and modify behavior. Placement of children in institutions, special programs, or normal schools is reported to merit the program's continuance. (Author/DB)

ABSTRACT 1692

EC 06 1692 ED N.A.
Publ. Date Spr 74 12p.
Hollander, Fred M.; Juhrs, Patricia D.
Orff-Schulwerk, an Effective Treatment Tool with Autistic Children.
Journal of Music Therapy; V11 N1 P1-12 Spr 1974

Descriptors: exceptional child education; emotionally disturbed; autism; music; nonverbal communication; sign language; language development; evaluation; checklists; program descriptions; Orff Method

Described is the use of Orff-Schulwerk (a method of music education) to develop communication skills of 30 autistic children between 4 and 16 years of age in a residential treatment program. Noted is the interest most autistic children show in music and its usefulness in the development of nonverbal communication skills. The Orff method is explained to emphasize rhythm in speech and body movement, successful musical experiences, and the use of the rondo to involve each child. Adaptations of the method for autistic children are given to include use of sign language, development of speech, improvement of self concept, and extinction of ritualistic behaviors. Provided is an evaluation checklist to assess functioning in the following areas: body image, receptive language, prepositions (spatial relations), categorizing, simple association, motor expression, fine motor, and sign language. Stressed throughout the program is helping the child to invest himself in a learning situation. (DB)

ABSTRACT 1711

EC 06 1711 ED N.A.
Publ. Date Win/Spr 74 7p.
Friedman, Erwin
Early Infantile Autism Revisited.
Journal of Clinical Child Psychology; V3 N1 P4-10 Win/Spr 1974

Descriptors: exceptional child research; emotionally disturbed; autism; research reviews (publications); literature reviews; etiology; mothers; therapy

The address by the outgoing president of the American Psychological Convention focuses on infantile autism--its history, etiology, the mother's role, and therapy. Reviewed are major studies in the area of autism in the last decade. The work of early researchers into childhood schizophrenias and the naming of the condition by Leo Kanner are noted. Considered are the following four trends in etiology; autism as a functional disturbance, autism as an organic disorder, autism as idiocy, and rejection of all attempts to classify autism and determine etiology. Theories on the role of the mother are traced from early emphases on the rejecting mother to more recent studies which find little evidence of parental responsibility for the child's condition. Noted is the lack of highly positive results in therapeutic approaches including psychodynamic therapy, chemotherapy, and behavioral therapy. (DB)

ABSTRACT 2026

EC 06 2026 ED N.A.
Publ. Date 30 Apr 74 6p.
Fact Sheet on the Handicapped: Autism.
Programs for the Handicapped; V74 N3 P2-7 30 Apr 1974

Descriptors: exceptional child research; exceptional child education; emotionally disturbed; autism; psychological characteristics; etiology; definitions; therapy; incidence; national organizations

The fact sheet on autism provides information on the history of autism, a general definition (of the National Society for Autistic Children), classification and characteristics (such as severely impaired speech and lack of social relatedness), causes (possibly due to a central nervous system disturbance), diagnosis, treatment (such as traditional psychotherapy and behavior modification), results of treatment, prevalence, cost, research needs (on early identification and biochemical aspects of mental disabilities), and organizations serving the autistic. (DB)

ABSTRACT 2074

EC 06 2074 ED N.A.
Publ. Date Jan/Mar 74 10p.
Simons, Jeanne M.
Observations on Compulsive Behavior in Autism.
Journal of Autism and Childhood Schizophrenia; V4 N1 P1-10 Jan/Mar 1974

Descriptors: exceptional child research; autism; therapy; behavior patterns; affective behavior; emotionally disturbed; early childhood; research reviews (publications)

Described are a child therapist's observations and impressions of compulsive behavior in approximately 15 autistic children treated in the Linwood Children's Center (Maryland) for psychotic children. Summarized are the Center's procedures which include individualized treatment within the group, speech development according to the child's emotional maturation, and development of the child's capacity to relate to human beings. Compulsive behavior is discussed in relation to anxiety and environmental sameness. Approaches used for therapy are explained in terms of limiting the area of compulsive activity; ignoring compulsive manifestations; cutting through a compulsion, seen in a 6-year-old boy who used marching and blocking of a stairway to manipulate the environment; and broadening behavior into constructive pursuits, such as using a 6 1/2-year-old boy's compulsion to appropriate keys to teach concepts such as shape and arithmetic. It is maintained that compulsive behavior of autism can be dealt with and extinguished with patience and attention to timing of intervention. (MC)

ABSTRACT 2075

EC 06 2075 ED N.A.
Publ. Date Jan/Mar 74 22p.
Lotter, Victor
Social Adjustment and Placement of Autistic Children in Middlesex: A Follow-Up Study.
Journal of Autism and Childhood Schizophrenia; V4 N1 P11-32 Jan/Mar 1974

Descriptors: exceptional child research; autism; followup studies; social adjustment; employment; emotionally disturbed; childhood; adolescents; placement

A follow-up study of 32 autistic children identified in an epidemiological survey when they were 8 to 10 years of age and investigated 8 years later at 16 to 18 years of age is presented and discussed. Outcome is described in terms of general social adjustment, employment, and placement history. Study results are contrasted with results for a comparison group identified in the original survey and results reported for comparably defined children in other studies. Findings show that only one autistic child was employed, that outcome was in general worse for the autistic group in which 62% required extensive care and supervision, and that a direct relationship between employability and amount of schooling does not seem apparent. It is noted that expectations with respect to outcome can be indicated with some confidence for comparable groups. (Author/MC)

ABSTRACT 2077

EC 06 2077 ED N.A.
Publ. Date Jan/Mar 74 19p.
DeMyer, Marian K. and Others
The Measured Intelligence of Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N1 P42-60 Jan/Mar 1974

Descriptors: exceptional child research; autism; mentally handicapped; intelligencelevel; intelligence differences; emotionally disturbed; testing; therapy; performance factors

The IQ measurements of 47 subnormal and 115 autistic children, 2 to 16 years of age, were analyzed for repeatability and also for relationship to other factors such as severity of illness and outcome of treatment. Initial IQ measurements correlated well with measurements obtained approximately 5 years later (mean age 5.32). Of the autistic children tested, 94% had general IQs in the retarded range (less than 68) at initial evaluation. IQ estimates were significantly related to the severity of symptoms and effectively predicted performance at school. Children with IQs greater than 50 at initial evaluation, who were subsequently treated, showed a greater increase in IQ than untreated children in the same IQ range. Treatment was without differential effect for children with IQs less than 40. After treatment, verbal IQ gains tended to be maintained or improved in groups with higher initial IQs, but stagnated or were even lost in the lower IQ groups. (Author/MC)

ABSTRACT 2369

EC 06 2369 ED N.A.
Publ. Date 74 11p.
Oppenheim, Rosalind C.
Effective Teaching Methods for Autistic Children.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($8.50)

Descriptors: exceptional child education; emotionally disturbed; autism; research reviews (publications); teaching methods; teaching guides; effective teaching; case studies (education)

The author, mother of an autistic child and teacher in a school for autistic children, identifies the characteristics of autistic children, recommends instructional approaches, and reports illustrative case studies. Research projects utilizing different approaches to the treatment of autistic children are reviewed. Psychogenic and biological theories of etiology are described, as is the behavior pattern, typical of autistic children, including social withdrawal, disorders of speech and language, repetitive activities, bizarre mannerisms, and emotional tantrums. General teaching techniques such as the following are suggested: establishing teacher control through one-to-one interaction; teaching via three simultaneous sensory modalities (kinesthetically, visually, and auditorially); including self-care skills as part of the daily curriculum; and providing for daily sessions with a speech therapist. Included are seven case studies that illustrate some of the problems that autistic children present and the changes in their behavior and functioning after remedial education. (GW)

ABSTRACT 2418

EC 06 2418 ED 094 495
Publ. Date 73 24p.
Dewey, Margaret A.
Recreation for Autistic and Emotionally Disturbed Children.
National Institute of Mental Health (DHEW), Rockville, Md. Office of Program Coordination/Citizen Participation Branch
EDRS mf, hc
DHEW (HSM) 73-9096
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Descriptors: exceptional child education; emotionally disturbed; autism; recreation; individual activities; questionnaires; parent role

Over 200 questionnaire responses from parents of autistic children describing recreational activities that appealed to their children were reported. Recreation is defined as a means of skill development, an outlet for emotions and an inspiration for living. Parents are encouraged to stimulate recreational interests by taking children along on shopping and other trips, by engaging a child in parallel play to discover the reason for the activity's attraction and also to introduce the child to social recreation and by using community resources. Common sense in choosing activities and in reacting to children's play choices is urged. Children's preferences are listed in the area of toys, collections, music, travel, arts and crafts, playground equipment, dramatics, dance, games, sports, outdoor activities, and other special interests, such as mathematics, astronomy and electricity. Also noted are household chores that children viewed as recreational and criteria to be used in evaluating the success of recreational activities such as healthful exercise, release of tension and inculcation of social skills. The questionnaire is included. (GW)

ABSTRACT 2606

EC 06 2606 ED N.A.
Publ. Date 74 226p.
Delacato, Carl H.
The Ultimate Stranger: The Autistic Child.
Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017 ($7.95).

Descriptors: exceptional child education; emotionally disturbed; autism; neurologically handicapped; minimally brain injured; neurological organization; theories; therapy; sensory experience; sensory training

The author relates his experiences with autistic children, reviews historical background and various theories of autism, and explains the evolution of his theory of autism and how the condition should be treated. Explanation of the theory includes discussion of brain injury as the neurological basis of autistic behavior as well as discussion of the five sensory channels (tactility, smell, auditory, taste, and visual) and three categories (hyperstimulation, hypostimulation, and garbled stimulation) into which repetitive autistic behaviors fit. Brief [illegible] stories illustrate how sensory channels function abnormally due to brain injury. Suggestions for observing and evaluating autistic behaviors are provided. Techniques for treatment to eliminate the child's autistic behaviors and change his development so he can be integrated into society behaviorally and educationally are discussed. Neurological organization as a treatment approach is explained. Case materials are included. Suggested readings and a bibliography are provided. (MYS)

ABSTRACT 2568

EC 06 2568 ED N.A.
Publ. Date Jul 74 7p.
Marchant, Rosemary and Others
Graded Change in the Treatment of Behavior of Autistic Children.
Journal of Child Psychology and Psychiatry and Allied Disciplines; V15 N3 P221-7 Jul 1974

Descriptors: exceptional child research; emotionally disturbed; autism; early childhood; behavior change; case studies; intervention; parent role; parent education; therapy; mothers

Discussed is a method of introducing slight and gradual changes into the autistic child's environment in order to reduce abnormal attachments to objects. Two case histories are given where this technique was used by children's mothers to reduce a 5-year-old boy's attachment to a blanket and a 7-year-old boy's obsession with a belt, at the same time working on increasing sociability and attachment to people. Theoretical implications of such attachments (such as whether the object has symbolic meaning) and general applications of such a treatment technique (such as in modifying stereotyped routines) are considered. (Author/LC)

ABSTRACT 2653

EC 06 2653 ED N.A.
Publ. Date Jul 74 8p.
Tinbergen, Nikolaas
Ethology and Stress Diseases.
Science; V185 N4145 P20-7 Jul 74

Descriptors: exceptional child research; special health problems; emotionally disturbed diseasis; autism; etiology; clinical diagnosis; observation; environmental influences; human posture; stress variables

N. Tinbergen, 1973 winner of the Nobel prize for medicine, offers two examples to illustrate that strict methods of observation employed by ethologists can contribute to the treatment of human stress diseases. For his first example, the author discusses his observations of ways in which autistic behavior mirrors certain behaviors of normal children (such as a child's keeping its distance from a strange person or situation, and avoidance of eye contact) and concludes that therapists should assume that autistic children have been traumatized rather than genetically or organically damaged. Ethological approaches to early childhood autism are said to indicate that many suffer primarily from a form of anxiety neurosis, that environmental factors are the causative agents in autism, and that therapies aiming at reduction of anxiety and restarting of proper socialization are more effective than speech therapy per se or enforced social instruction. The second example proferred concerns the work of F.M. Alexander and his followers which procedes on the assumption that teaching the body musculature to function more correctly can improve such diverse conditions as blood pressure, breathing, depth of sleep, mental alertness and gastrointestinal disorders. The author argues generally that the study of animals, especially observation, can make useful contributions to human biology in the fields of somatic malfunctioning, behavioral disturbances, and psychosocial stress. (GW)

ABSTRACT 2847

EC 06 2847 ED N.A.
Publ. Date 73 283p.
Kanner, Leo
Childhood Psychosis: Initial Studies and New Insights.
Halsted Press, Division, John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($10.95).

Descriptors: exceptional child research; emotionally disturbed; autism; case studies; affective behavior; etiology; language ability; concept formation; biological influences; historical reviews; social adjustment; followup studies

The volume contains 16 papers covering research on early infantile autism (EIA) done between 1943 and 1973 by L. Kanner, a pioneer in the study of child psychosis. The papers cover the following topics: autistic disturbances of affective contact; irrelevant and metaphorical language in EIA; problems of nosology and psychodynamics in EIA, the conception of wholes and parts in EIA; constitutional inadequacies as constitutive of EIA; followup studies of autistic children; trends in child psychiatry; EIA and the schizophrenias; historical overview of childhood psychosis; followup study of 11 autistic child originally reported in 1943; the limits of social adaptation of autistic children; and evaluations and followup of 34 psychotic children. (GW)

ABSTRACT 282

EC 07 0282 ED N.A.
Publ. Date Fal 74 7p.
Stevens-Long, Judith; Rasmussen, Marilyn
The Acquisition of Simple and Compound Sentence Structure in an Autistic Child.
Journal of Applied Behavior Analysis; V7 N3 P473-9 Fal 1974

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; behavior change; operant conditioning; reinforcement; sentence structure; language instruction;

Contingent reinforcement and imitative prompts were used to teach an autistic child (8-years-old) to use simple and compound sentences to describe a set of standard pictures. When imitative prompts and reinforcement were discontinued, correct use of simple sentences declined, but increased again when imitative prompts and reinforcement were re-instated. When imitative prompts and reinforcements were used to teach compound sentence structure, correct use of simple sentences declined and correct use of compound structure increased. At the end of training, the child also used novel compound sentences to describe a set of pictures on which he had received no direct training. (Author)

ABSTRACT 317

EC 07 0317 ED N.A.
Publ. Date Fal 74 13p.
Bruno, Barbara
Progressive Relaxation Training for Children: A Guide for Parents and Teachers.
Special Children; V1 N2 P31-43 Fal74

Descriptors: exceptional child education; emotionally disturbed; autism; primary grades; students; therapy; physical therapy; teacher role; training techniques; case studies; Relaxation Training;

A teacher of young school-age handicapped children describes her use of progressive relaxation training with an autistic boy over a 3-year period. Discussed in detail are such topics as the relaxation exercises, the tight arm-hand behavior which signaled growing tensions in the boy, and the teacher's role in cuing times at which relaxation was appropriate and in assisting the relaxation program by maintaining eye contact throughout. It is reported that during the 3 years the student continued to improve his verbal expression and to increase his functional speech while decreasing the patterns of the tight arm-hand motions. (GW)

ABSTRACT 485

EC 07 0485 ED 098 763
Publ. Date 73 53p.
Pilot Educational Program for Mental-

ly Disordered Minors 1972-1973: End of the Budget Period Report; E.S.E.A. Title III.
Santa Cruz County Office of Education, Calif.
Office of Education(DHEW), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; autism; elementary education; remedial programs; demonstration projects; student placement; emotionally disturbed; individualized instruction; student evaluation, program descriptions; public schools;

The report describes a 3-year, ongoing pilot project designed to devise a remedial educational program for 10 autistic elementary school children (5-to 12-years-old) that would prepare some students for subsequent entry into regular or special education public school classes. Described is a typical daily schedule emphasizing individual intervention in the areas of language and small muscle development, movement exploration, development of social skills, literature, and speech therapy. Normative and criterion testing to measure changes in pupil functioning and behavior is explained, with gains reported in intelligence, social functioning, and behavioral characteristics. Project objectives which were met are cited, such as the entry of 20% of the pupils into public school classes and the enrollment of an additional 20% in transition programs. (LH)

ABSTRACT 791

EC 07 0791 ED N.A.
Publ. Date Mar 74 19p.
Lovaas, O. Ivar
A Behavior Modification Approach to the Treatment of Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N2 P111-29 Mar 1974

Descriptors: exceptional child research; emotionally disturbed; autism; operant conditioning; behavior change; language instruction; research; reviews (publications); teaching methods; transfer of training; behavior theories; Self Stimulation; Self Mutilation;

Discussed from a behavioral perspective are theoretical approaches and recent educational and research developments in the field of childhood autism. Emphasized is the need to diagnose and treat specific individual behaviors rather than underlying personality processes. Reviewed is the history of the application of behavior theory to autism beginning with C. Ferser's analysis in 1961. Recent research developments in controlling self destructive and self stimulatory behavior, as well as in building appropriate behavior and expressive and receptive language are examined. Described are results of generalization and followup studies 1-to 4-years after treatment which indicate that behavior improvements can be generalized, but that maintenance of improvement is dependent upon extension of treatment procedures. Three studies by the author dealing with stimulus over selectivity and one concerned with teaching autistic children in a group classroom situation are noted. (CL)

ABSTRACT 792

EC 07 0792 ED N.A.
Publ. Date Mar 74 11p.
Bartolucci, Giampiero; Albers, Robert J.
Deictic Categories in the Language of Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N2 P131-41 Mar 1974

Descriptors: exceptional child research; emotionally disturbed; autism; mentally handicapped; morphology; linguistics; language ability; sentence structure;

Compared on measures of verb tense usage were three mentally retarded and three autistic children 4-to 11-years-old. Responses to tense questions in individual interviews were tape recorded and the frequency and percentage correct were tabulated. Although no statistical significance was found in responses requiring use of the present tense, the autistic group scored significantly lower than either the retarded or normal groups on past tense questions. Neither inattention nor uniform decoding difficulties were exhibited by the autistic children, indicating that morphological development, particularly the syntactic structures related to deixis, is deficient in the autistic child. (CL)

ABSTRACT 794

EC 07 0794 ED N.A.
Publ. Date Mar 74 13p.
Cobrinik, Leonard
Unusual Reading Ability in Severely Disturbed Children: Clinical Observation and a Retrospective Inquiry.
Journal of Autism and Childhood Schizophrenia; V4 N2 P163-75 Mar 1974

Descriptors: exceptional child research; emotionally disturbed; autism; mentally handicapped; reading ability; visual learning; case studies; learning processes; visualization; etiology;

Examined were the development of reading and reading related abilities in 6 severely emotionally disturbed institutionalized boys 12-to 15-years-old who demonstrated unexpected rote reading abilities (4th- to 6th-grade levels) despite moderate to severe intellectual retardation. Results of parental interviews revealed such developmental patterns as early visual preoccupations and the ability to read precociously. Scores of tests (including Wechsler Intelligence Scale for children, and Illinois Test of Psycholinguistic Abilities) showed marked impairment in a variety of linguistic and cognitive tasks. The total picture suggested a modification of the deficit hypothesis (M. Sheerer), changing the emphasis from a conceptual inability to a more basic disturbance. (CL)

ABSTRACT 796

EC 07 0796 ED N.A.
Publ. Date Mar 74 12p.
Johnson, Robert J. and Others
Hair Amino Acids in Childhood Autism.
Journal of Autism and Childhood Schizophrenia; V4 N2 P187-8 Mar 1974

Descriptors: exceptional child research; emotionally disturbed; autism; biochemistry;

Hair Samples of 61 autistic children and 15 normal children were analyzed and found to have no significant difference in amino acid content. (CL)

ABSTRACT 822

EC 07 0822 ED N.A.
Publ. Date Win 74 8p.
Koegel, Robert L.
Increasing Spontaneous Play by Suppressing Self-Stimulation in Autistic Children.
Journal of Applied Behavior Analysis; V7 N4 P521-8 Win 1974

Descriptors: exceptional child education; emotionally disturbed; socially deviant behavior; autism; behavior change; operant conditioning; punishment; play; Self Stimulation;

Appropriate play with toys was studied in two autistic children (8 and 6-years-old) with high occurrences of self-stimulatory behavior. Each child participated in the experimental sessions in an A-B-A design, where 'A' refers to baseline sessions and 'B' refers to self-stimulation suppression sessions. It was found that: during the baseline sessions, the children exhibited low levels of play and high levels of self-stimulatory behavior; the per cent of unreinforced, spontaneous, appropriate play increased when self-stimulatory behavior was suppressed; and when the suppression of self-stimulation was discontinued, the per cent of self-stimulation and that of appropriate play approached their presuppression levels. The results identified a set of conditions under which spontaneous appropriate behavior, uncommon in autistic children, occurs at an increased level. (Author/CL)

ABSTRACT 1355

EC 07 1355 ED N.A.
Publ. Date Sep 74 19p.
Ornitz, Edward M.
The Modulation of Sensory Input and Motor Output in Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N3 P197-215 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; sensory integration; motor reactions; cues; perceptual motor learning; research reviews (publications);

Pathophysiologic mechanisms may underlie the unusual motor behaviors and faulty modulation of sensory input which occur in autistic children. Since psychologic experiments have revealed that autistic children learn through manipulation and position cues rather than through normal perceptual processes, their spontaneous abnormal motility may be the autistic children's way of making sense out of both exogenous and endogenous sensations through kinesthetic (sensorimotor) feedback. Experimental demon-

strations of a deficient oculomotor response to vestibular and visual stimulation parallel clinical observations of the hypomotility also seen in response to sensory stimulation. Review of the neurophysiology of the vestibular system reveals that the vestibular nuclei modulate motor output at the time of sensory input and sensory input at the time of motor output. A dysfunction of the central connections of the vestibular system with the cerebellum and the brain stem may be responsible for the strange sensorimotor behavior observed in autistic children and may also have implications for understanding the manner in which autistic children learn. (LH)

ABSTRACT 1358

EC 07 1358 ED N.A.
Publ. Date Sep 74 6p.
Bartak, Lawrence; Rutter, Michael
The Use of Personal Pronouns by Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N3 P217-22 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; echolalia; speech habits;

Eight spontaneously echolalic autistic children (mean age 9 years, 7 months old) who had never used the pronoun I were exposed to short sentences containing several personal pronouns in all positions in a 3-word utterance. Results indicated that there was no tendency for children to avoid the repetiation of I, once sentence position was controlled. A number of children echoed the final word of the sentence while others repeated the whole utterance. The findings provide no support for a psychogenic theory of speech behavior in autistic children. (LH)

ABSTRACT 1359

EC 07 1359 ED N.A.
Publ. Date Sep 74 10p.
Jones, Fredric H. and Others
An Extinction Procedure for Eliminating Self-Destructive Behavior in a 9-Year-Old Girl.
Journal of Autism and Childhood Schizophrenia; V4 N3 P241-50 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; medical case histories; behavior change; operant conditioning; extinction (psychology); Self Mutilation;

A 24-week program of two daily 2-hour sessions of noncontingent social isolation was successful in eliminating multiple self-destructive behaviors in a 9-year-old autistic child. A previous program of response-contingent shock met with failure, resulting in increased self-destructive responding, complete suppression of self-feeding, and the necessity for constant physical restraint. Generalization of the extinction program to the ward was inferred on the basis of the subject's subsequent cessation of restraint-wearing, a decrease in self-destructive behavior in the dayroom and subsequently in other settings following the removal of restraints, and a renewed interest in food. A brief program based upon elements of the noncontingent social isolation program was sufficient to reinstitute self-feeding. The subject was gradually removed from social isolation sessions with no reappearance of self-destruction. However, during week 72, self-destructive behavior again appeared, at which time a reinstatement of the original program dramatically reduced its rate. (LH)

ABSTRACT 1360

EC 07 1360 ED N.A.
Publ. Date Sep 74 11p.
Kovattana, Patricia M.; Kraemer, Helena C.
Response to Multiple Visual Cues of Color, Size, and Form by Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N3 P251-61 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; mongolism; childhood; visual perception; visual stimuli; task performance; cues; verbal ability;

Compared was the response to multiple visual cues of color, size, and form by 20 autistic boys (mean age 9 years), 20 Down's syndrome boys (mean age 10 years), and 20 normal controls (mean age 8 years). Training trials and test trials were administered to determine whether Ss differed in their ability to use single cues and double cues to solve visual discrimination problems and whether color, form, or size was the preferred cue. Results indicated that verbal autistic Ss differed widely in performance from nonverbal autistic Ss on all aspects of the visual discrimination problems, that size and color were significantly preferred to form cues by nonverbal autistic Ss, that the overall performance and effective use of double cues was similar in normal and verbal autistic Ss, that normal and verbal autistic Ss were superior to retardates, and that retardates were superior to nonverbal autistic Ss. (LH)

ABSTRACT 1361

EC 07 1361 ED N.A.
Publ. Date Sep 74 15p.
Lotter, Victor
Factors Related to Outcome in Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N3 P263-77 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; adolescents; followup studies; prediction; speech skills; intelligence quotient; Great Britain;

Thirty-two autistic children, identified in an epidemiological survey in England when they were 8 to 10 years old, were followed up 8 years later to discover factors related to outcome. Results indicated that the best single predictor of outcome was a measure of speech, that speech and IQ together correlated more highly with outcome than did any other combination of variables and that the frequency of family mental illness was similar to that found in comparable studies. Onset of fits in adolescence in some autistic children confirmed that evidence of neurological abnormalities increases with age. Results led to a scheme for identifying main areas of uncertainty in classification. (LH)

ABSTRACT 1611

EC 07 1611 ED N. A.
Publ. Date Feb 75 10p.
Knobloch, Hilda; Pasamanick, Benjamin
Some Etiologic and Prognostic Factors in Early Infantile Autism and Psychosis.
Pediatrics; V55 N2 P182-91 Feb 1975

Descriptors: exceptional child research; emotionally disturbed; autism; pregnancy; diseases; infancy; early childhood; evaluation; followup studies; etiology; Perinatal Influences; Brain Injury;

Sociocultural factors, antecedent complications, motor and intellectual deficits and associated disorders were evaluated in 50 autistic infants and children and in 50 children (median age 18 months) with organic central nervous system dysfunction. Both groups were found to have a high incidence of low birthweight, prenatal and neonatal complications, seizure disorders and a variety of diseases associated with developmental defects. Autistic Ss exhibited organic brain disease (100%) and mental deficiency (75%). A followup study of 40 Ss over a 5-year period demonstrated that 75% of the Ss had established social responses appropriate to their functioning level, and that the degree of mental deficiency was as great or greater than it was initially. (CL)

ABSTRACT 1721

EC 07 1721 ED N. A.
Publ. Date 74 290p.
Graziano, Anthony M.
Child Without Tomorrow.
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($12.00)

Descriptors: exceptional child education, exceptional child services; emotionally disturbed; autism; psychosis; childhood; adolescents; program development; behavior change; operant conditioning; parent education; community programs; mental health; political influences; program descriptions; case studies;

Described are the development and dissolution of a group behavior modification program for 208 severely emotionally disturbed and autistic children over a 6-year period. The effects of political influences on the mental health power structure are probed. Summarized are the program's behavioral approach and the training of nonprofessional staff. Case studies and initial behavior of four children are reviewed, and program structure, stimulus control and initial teaching strategies are discussed. Considered are behavior changes (increases in response rate and use of effective reinforcement) over the first 100 sessions. The process of shaping complex social behavior, including academic and snack-time responses is recounted. Analyzed are such methods of controlling aggressive and tantrum behavior as extinction, timeout from reinforcement and relaxation training. Reported is the

program's extension into a summer camp for emotionally disturbed poverty level children. Three case examples illustrate the emphasis on training parents as therapists. Program changes and expansion during the fourth year are reviewed, and reasons for its eventual dissolution are analyzed. A final chapter details suggestions for future programs and for parent action in the mental health field. (CL)

ABSTRACT 1975

EC 07 1975 ED N. A.
Publ. Date 74 141p.
Resources, Education, and the Law: Resources for Autistic Children. Proceedings.
National Society for Autistic Children, 169 Tampa Avenue, Albany, New York 12208

Descriptors: exceptional child education; autism; conference reports; annual reports; child development; research needs; biochemistry; delivery systems; biology; auditory perception; drug therapy; equal education;

Proceedings of the 1974 annual meeting of the National Society for Autistic Children include the president's report, nine presentations, a luncheon address by Julie N. Eisenhower, a brief discussion of standardized testing and a brief program description. The presentations deal with the following topics: the development of infantile autism (M. Rutter); a model for a comprehensive services program for children (R. Reichler); areas of needed research (E. L. Phillips); current research in the biochemistry of autism (M. Coleman); and biological studies in childhood autism and implications for treatment and policy (D. Cohen). Other addresses focus on immediate and delayed response to sound in autism (W. Condon); orthomolecular medicine (A. Robinson); treatment of young autistic adults (M. Israel); and the right of autistic children to free public education (T. Gilhool). Two brief entries discuss the need to qualify standardized test results when evaluating autistic children, and Help Is At Hand, a public school program for the autistic and seriously emotionally disturbed child. (GW)

ABSTRACT 2105

EC 07 2105 ED N. A.
Publ. Date 74 12p.
Sherman, T.W.; Webster, C.D.
The Effects of Stimulus-Fading on Acquisition of a Visual Position Discrimination in Autistic, Retarded, and Normal Children.
Journal of Autism and Childhood Schizophrenia; V4 N4 P301-12 Dec 1974

Descriptors: exceptional child research; autism; mentally handicapped; trainable mentally handicapped; visual stimuli; visual perception; discrimination learning;

Trial-and-error training on a visual position- discrimination task was given to eight autistic children (mean age 6.4-years-old), eight retarded children (mean age 7-years-old), and eight children of approximately normal intelligence (mean age 7.4-years-old). Ss received a stimulus-fading program (exposure to varying visual stimuli presented in a 60-slide series) designed to teach the discrimination. Normal-IQ Ss performed best on the program, followed by retarded and autistic Ss. Statistical analysis revealed that the autistic and retarded groups did not differ in performance. A significant finding was that the fading program can be used effectiveiy to teach autistic children. (LH)

ABSTRACT 2106

EC 07 2106 ED N. A.
Publ. Date 74 11p.
Park, David; Youderian, Philip
Light and Number: Ordering Principles in the World of an Autistic Child.
Journal of Autism and Childhood Schizophrenia; V4 N4 P313-23 Dec 1974

Descriptors: exceptional child research; autism; childhood; females; case studies; concept formation; fantasy; thought processes;

A 12-year-old autistic girl developed a complex system of ideas for uniting number concepts with elements of sunlight and weather. Certain prime numbers were endowed with positive or negative affect, which persisted even when they were multiplied to form composite numbers. The numbers were associated with 29 kinds of weather, real and fictitious, which also had strong affect attached to them. The system may have been an ingenious and laborious attempt by the child to order her experience and compensate for her failure to endow events and emotions with ordinary social and emotional meaning. (Author/LH)

ABSTRACT 2108

EC 07 2108 ED N. A.
Publ. Date 74 9p.
Dewey, Margaret A.; Everard, Margaret P.
The Near-Normal Autistic Adolescent.
Journal of Autism and Childhood Schizophrenia; V4 N4 P348-56 Dec 1974

Descriptors: exceptional child education; autism; adolescents; social adjustment; communication problems; parent role; sexuality; siblings;

A panel of six parents and professionals compared their impressions of the communication problems and social adjustment of approximately 50 predominantly male mildly autistic adolescents. Despite the unique personalities and different aptitudes of the adolescents, the panel noted the following common characteristics: typical use of nonreciprocal speech, with such recurrent problems as failing to listen, interpreting words too literally, and making irrelevant comments; and apprehension in social situations. The panel also examined management problems in areas such as sexuality, siblings' attitudes toward the autistic family member, whether to tell a child that he is autistic, and how to deal with special talents. Further study of the problems and needs of mildly autistic adolescents was recommended. (LH)

ABSTRACT 2183

EC 07 2183 ED N. A.
Publ. Date 75 5p.
Capute, Arnold J.; And Others
Infantile Autism. I: A Prospective Study of the Diagnosis.
Developmental Medicine and Child Neurology; V17 N1 P58-62 Feb75

Descriptors: exceptional child research; autism; screening tests; rating scales; clinical diagnosis; identification; Developmental Disabilities;

Screened for infantile autism were 200 developmentally disabled individuals (infants to young adults). Idiagnoses derived from parental question responses and from behavioral and biochemical evaluation results were tabulated and compared to H. Clancy's proposed 14-point scale for identifying autism. While 48 Ss qualified as autistic on the scale, only one child met L. Kanner's classical criteria for autism. Data indicated that the Clancy scale was more useful as a screening than a diagnostic device. (CL)

ABSTRACT 2240

EC 07 2240 ED N. A.
Publ. Date 74 25p.
Ackerman, Arthur; Dirr, Peter J.
Behavior Modification for Children with Autistic Tendencies; Study Guide for a Videotaped Series.
State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.
New York State Education Dept., Albany. Div. for Handicapped Children.
EDRS mf; hc

Descriptors: autism; video tape recordings; behavior change; operant conditioning; behavior patterns; exceptional child education; teacher education; inservice teacher education; parent education; instructional materials; case studies;

The study guide accompanies a series of 28 videotaped programs designed to provide teachers, teacher aides and parents with an understanding of children with autistic tendencies and of how behavior modification techniques might be used to train such children. Synopses of each program and each program segment and a few questions intended to stimulate the reader's consideration of the topics are presented for demonstrations of autistic behaviors (such as echolalia and perserveration), of techniques (such as use of positive reinforcers), and for three case studies. (LS)

ABSTRACT 2356

EC 07 2356 ED N. A.
Publ. Date Win 73 41p.
Mosher, Loren R.; And Others
Special Report: Schizophrenia, 1972.
Schizophrenia Bulletin; N7 P12-52 Win 73

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; annual reports; research reviews (publications); federal programs; trend analysis; national organizations; Center for Studies of Schizophrenia; (National Institute of Mental Health);

Presented is the 1972 annual report of ongoing research on schizophrenia produced by the Center for Studies of Schizophrenia of the National Institute of Mental Health (NIMH). The report is said to be based on information from grantees whose research deals with schizophrenia, information obtained by NIMH staff on site visits, summaries of research in progress in the NIMH Intramural Research Programs, selected published reports, and biometric data collected by the NIMH Biometry Branch. Data and discussion are organized according to the following categories: the NIMH effort; diagnosis, description, and psychological function; genetics; the family; high risk; childhood schizophrenia and autism; biology; treatment; and current problems and future trends. (GW)

ABSTRACT 2400

EC 07 2400 ED N. A.
Publ. Date Apr 75 6p.
Wallace, Bruce R.
Negativism in Verbal and Nonverbal Responses of Autistic Children.
Journal of Abnormal Psychology; V84 N2 P138-45 Apr 75

Descriptors: exceptional child research; autism; emotionally disturbed; behavior problems; childhood; early childhood; verbal communication; nonverbal communication; negative attitudes;

Negativism was studied in nine autistic, nine behavior-disturbed, and nine normal children (5-to 12-year-old) in three different stimulus conditions (verbal requests for verbal responses, verbal requests for nonverbal responses, and nonverbal requests for nonverbal responses). Each condition included two tasks, which were requested 15 consecutive times. The Ss demonstrated that they could perform the tasks before testing, and their responses were scored according to the similarity between the response and the request. Results demonstrated that the autistic and behavior-disturbed Ss responded similarly, except when requests required verbal responses, in which case the autistic Ss were much more negative. (Author)

ABSTRACT 2454

EC 07 2454 ED 107012
Publ. Date 74 476p.
U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory.
National Society for Autistic Children, Syracuse, N. Y.
National Inst. of Mental Health (DHEW), Rockville, Md. Alcohol, Drug Abuse, and Mental Health Administration
EDRS mf;hc

Descriptors: emotionally disturbed; autism; schizophrenia; directories; program descriptions; exceptional child education; National Society for Autistic Children;

The directory provides information on approximately 425 service programs for children with severe mental illnesses including autism and schizophrenia. Programs are listed alphabetically by name within state groupings. Usually provided are name, address, telephone number, name of director, and information on whether the program is day or residential, length of time program has existed, enrollment capacity, fees, physical description, admission criteria, staff, and program characteristics. Provided is an alphabetical index of all facilities with information on ages served, whether day or residential, and whether public school, summer, or recreational. Also included is the questionnaire used to survey facilities, and listings of chapters of the National Society for Autistic Children, international societies and representatives for autistic children, other directories, and legal service agencies. (DB)

ABSTRACT 2938

EC 07 2938 ED N. A.
Publ. Date Spr 75 12p.
Schreibman, Laura
Effects of Within-Stimulus and Extra-Stimulus Prompting on Discrimination Learning in Autistic Children.
Journal of Applied Behavior Analysis ; V8 N1 P91-112

Descriptors: autism; prompting; discrimination learning; visual stimuli; aural stimuli; exceptional child research; childhood;

Compared was the relative effectiveness of within- stimulus and extra-stimulus prompting on the visual and auditory discrimination learning of six institutionalized autistic children (8 to 14 years old). Ss received initial training without prompts; if they did not learn, training was repeated with two prompt-fading procedures. Results indicated that Ss usually failed to learn the discriminations without a prompt; that Ss always failed to learn when the extra stimulus prompt was employed but usually did learn with the within-stimulus prompt, and that Ss' learning was independent of which modality (auditory or visual) was required for the discrimination. (Author/LH)

ABSTRACT 3107

EC 07 3107 ED N. A.
Publ. Date Nov 73 12p.
Fay, Warren H.
On the Echolalia of the Blind and of the Autistic Child.
Journal of Speech and Hearing Disorders; V38 N4 P478-489

Descriptors: blind; autism; echolalia; behavior patterns; exceptional child research; visually handicapped; infancy; childhood; theories; language development;

From case studies of the echoic blind a rationale is developed to account for similarities and for the common bases of the behavior in echolalia of the autistic and of the infant blind. Among the variables examined are the human desire for communication, development of an audiovocal skill, arrested language development, profound difficulties in verbal comprehension and self differentiation, consequences of sensory restriction from birth, and parental reactions to these handicaps. It is concluded that the direct effects of sensory restriction in the blind (and perhaps perceptual restriction in the autistic) tend to delay or preclude acquisition of the meaning and structure systems of language; nevertheless, the quasi-social echoic behavior persists, reflecting the human drive to participate in communication by speech. (Author/LS)

ABSTRACT 3144

EC 07 3144 ED N. A.
Publ. Date Mar 75 12p.
Harper, Juliet; Williams, Sara
Age and Type of Onset as Critical Variables in Early Infantile Autism.
Journal of Autism and Childhood Schizophrenia; V5 N1 P25-36

Descriptors: autism; etiology; prenatal influences; environmental influences; biological influences; exceptional child research; early childhood; prediction; intelligence level; language ability; Perinatal Influences;

A retrospective study was made of 131 autistic children (mean age 10.8 years) to determine the effect of age and type of onset as critical variables in early infantile autism. Information obtained from interviews (with Ss' parents and Ss) and case history data, along with physiological and psychological test results, was used to divide the children into two groups, natal (onset from birth) and acquired (onset following period of normal development). Prenatal and perinatal variables (such as neurological impairment) were found to be significantly related to natal onset, whereas for acquired autism the significant variables were those occurring in early childhood (such as separation from parents). Followup data on intellectual functioning and language development revealed that the earlier the age of onset, the poorer the prognosis, with a better prognosis indicated for acquired autism. (SB)

ABSTRACT 3146

EC 07 3146 ED N. A.
Publ. Date Mar 75 14p.
Romanczyk, Raymond G.; And Others
Increasing Isolate and Social Play in Severely Disturbed Children: Intervention and Postintervention Effectiveness.
Journal of Autism and Childhood Schizophrenia; V5 N1 P57-70

Descriptors: emotionally disturbed; play; group therapy; behavior change; social adjustment; exceptional child research; autism; schizophrenia; intervention; operant conditioning;

Evaluated in two studies with eight severely emotionally disturbed children (5-12 years old) was the effectiveness of a group treatment procedure to increase levels of isolate and social play. During daily half hour sessions, passive shaping and reinforcement were used to encourage isolate play in Phase 1 and social play in Phase 2. Results from the first study showed an increase in the target behaviors and, though social play decreased when all intervention was terminated, this behavior remained above

baseline levels. A second study replicated the above findings with additional evidence that a gradual fading of passive shaping prevented the disruption of social play found in the first study. (SB)

ABSTRACT 3147

EC 07 3147 ED N. A.
Publ. Date Mar 75 80p.
Prior, Margot; And Others
Kanner's Syndrome or Early-Onset Psychosis: A Taxonomic Analysis of 142 Cases.
Journal of Autism and Childhood Schizophrenia; V5 N1 P71-80

Descriptors: autism; classification; evaluation methods; check lists; behavior patterns; exceptional child research; emotionally disturbed; psychosis; diagnostic tests; identification; Rimland Diagnostic Check List;

A study of the case histories of 142 psychotic children (3-13 years) was conducted to assess the validity of classifying Kanner's syndrome (early infantile autism) as a distinct entity in childhood psychosis. Numerical taxonomy was used with the Rimland Diagnostic Check List to classify Ss into either Kanner's syndrome or non-Kanner's syndrome, and a comparison was made between this classification and a classification using random classes as starting points. Results indicated that separating out Kanner's syndrome cases proved less valid than classifying psychotic children into two groups: one containing Kanner's syndrome plus other early onset, nonrelating psychotic Ss; and the other containing Ss with later onset and more varied symptoms. Particular attributes (such as abnormal behavior in early infancy and indifference or resistance to human contact) were found to differentiate between the two classes of childhood psychosis. (SB)

ABSTRACT 3418

EC 07 3418 ED N. A.
Publ. Date Jul/Au75 6p.
Cohen, Donald J.; Caparulo, Barbara
Childhood Autism.
Children Today; V4 N4 P2-6, 36

Descriptors: exceptional child education; autism; behavior patterns; etiology; behavior change; classification; identification; clinical diagnosis; operant conditioning; social adjustment; physiology; educational programs; therapy;

Childhood autism is discussed in terms of early symptoms, diagnosis, characteristics in later years, causes, and treatments. It is explained that the essential characteristic of autism (an inability to relate to other human beings in a normal way) can often be observed as early as the first few weeks of life. Diagnosis is viewed as a multi-disciplinary procedure involving social, intellectual, and medical evaluations. It is noted that autistic adolescents and adults maintain odd behaviors when upset or excited even if they have developed language and improved social relations. Current causal explanations of childhood autism are viewed as breaking away from the extreme psychodynamic viewpoint and leaning more toward a physiological etiology (such as mental retardation, organic basis, and language comprehension disturbance theories). Medical and psychological therapies are evaluated with behavior modification seen to be a recent major advance. Briefly mentioned are educational programs for autistic children, other disturbances not classically autistic, and future prospects for educational, therapeutic, and diagnostic procedures. (SB)

ABSTRACT 3436

EC 07 3436 ED 112531
Publ. Date Sep 74 243p.
Painter, Marylyn
The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children.
Santa Cruz County Board of Education, California.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: autism; emotionally disturbed; demonstration projects; program descriptions; exceptional child education; childhood; early childhood; equal education; diagnosis; definitions; student evaluation; program evaluation; regular class placement; staff improvement; financial support; California (Santa Cruz);

Reported are the results of the 3 year Santa Cruz pilot project involving 11 disturbed children (4 to 12 years old) to determine if autistic and severely emotionally disturbed (SED) children could benefit from a public school program. A program description and recommendations for implementation are presented in ten chapters having the following titles: 'Pleading the Fourteenth for the Autistic and Seriously Emotionally Disturbed' (legislation and special education); 'Diagnosis and Definitions: Who are the Autistic and Seriously Emotionally Disturbed?'; 'The Santa Cruz Program-A Description'; 'The Santa Cruz Behavioral Characteristics Progression Chart' (a tool for assessing the development of a handicapped pupil); 'Transition: The Big Adventure' (integration of children into a regular class program); 'Evaluation: How Effective Was the Santa Cruz Program?'; 'Manpower Planning and Development' (putting together the program staff); 'The Classification System: Where Do the Autistic- SED Fit?'; 'Delegation of Responsibility: The Local Comprehensive Plan' (preparing a detailed report of programs and services provided); and 'A Financial Model for Special Education Funding.' Results are seen to provide evidence that public school education is feasible for autistic and SED children. Appendixes are included such as a comparison of terms used by three classification systems for individuals with exceptional needs. (SB)

ABSTRACT 3562

EC 07 3562 ED N. A.
Publ. Date Jun 75 10p.
Mnukhin, S. S.; Isaev, D. N.
On the Organic Nature of Some Forms of Schizoid or Autistic Psychopathy.
Journal of Autism and Childhood Schizophrenia; V5 N2 P99-108

Descriptors: autism; emotionally disturbed; congenitally handicapped; case studies; etiology; exceptional child research; schizophrenia; adolescents; biological influences; behavior patterns;

Four representative case histories illustrating typical characteristics of autism showed patients (10- to 15-years- old) to exhibit several clinical features compatible with organic encephalopathy. Physical signs (such as hypoplastic fingers and high palate) suggesting the presence of an underlying cerebral dysgenesis were particularly frequent. Patients superficially resembled schizophrenics but differed in their delayed and peculiar intellectual development, the response of their behavior to external stimuli, and their frequent and severe motoric defects. Evidence from observations and literature indicated that autistic patients have an organic deficiency of brain function, determined congenitally or in the early postnatal period. (Author/SB)

ABSTRACT 3563

EC 07 3563 ED N. A.
Publ. Date Jun 75 20p.
DeMyer, Marian K.
The Nature of the Neuropsychological Disability in Autistic Children.
Journal of Autism and Childhood Schizophrenia; V5 N2 P109-128

Descriptors: autism; mentally handicapped; verbal ability; motor development; visual perception; exceptional child research; early childhood; etiology; intelligence tests; performance tests;

Compared were the performances of 66 high, middle, or low (mean IQ's 58, 47, and 28) autistic children with the performances of 29 nonpsychotic, mentally retarded children of equal mean chronological age (6 years) on selected verbal and performance IQ subtests. Ss were given four types of verbal tests -- verbal memory, number concepts, receptive language, and comprehension and expressive speech -- and performance tests involving upper extremities, lower extremities, and integration. Results indicated that high autistic children were similar to subnormal children on verbal subtests (although there was a trend for the high autistic to have slightly lower scores), and that subnormal children were superior to autistic children in some performance areas such as ball play. Findings suggested that autistic children with severe visual/motor disabilities as indicated by low ball play scores may be propelled into emotional withdrawal, even though they are only moderately retarded on verbal subtests. (Author/SB)

ABSTRACT 3564

EC 07 3564 ED N. A.
Publ. Date Jun 75 10p.
Davids, Anthony
Childhood Psychosis: The Problem of Differential Diagnosis.
Journal of Autism and Childhood Schizophrenia; V5 N2 P129-138

Descriptors: psychosis; autism; childhood; followup studies; diagnostic tests; exceptional child research; emo-

tionally disturbed; identification; religion; adjustment (to environment); Rimland Diagnostic Check List;

Evaluated in four interrelated studies of 66 former psychiatric patients (8- to 10-years old at the time of hospital admission) classified as psychotic (autistic, schizophrenic) or nonpsychotic disturbed (behavior disordered, neurotic) was the problem of differential diagnosis in childhood psychosis. For study 1, Rimland's Diagnostic Check List (DCL) was completed from record information, and each S was rated on a four-point diagnostic scale based on extent of autism; for study 2, DCLs were mailed to Ss' parents and responses were compared to scores from study 1; for study 3, follow-up questionnaires on patient improvement were sent to Ss' parents or custodial agencies; and for study 4, religions of Ss were tabulated and percentages were compared with normal population expectancies. Results showed that significant differences occurred on the DCL between psychotic and nonpsychotic disturbed Ss and between autistic and nonautistic Ss; that a significant correlation existed between DCLs completed by parents and DCLs completed by investigators employing case history records; that there were more favorable outcomes in nonpsychotic cases, with significant association between DCL scores and improvement following discharge; and that scores indicative of autism on the DCL were significantly correlated with association in the Jewish faith. (Author/SB)

ABSTRACT 3565

EC 07 3565 ED N. A.
Publ. Date Jun 75 8p.
Colby, Kenneth Mark; Kraemer, Helena C.
An Objective Measurement of Nonspeaking Children's Performance with a Computer-Controlled Program for the Stimulation of Language Behavior.
Journal of Autism and Childhood Schizophrenia; V5 N2 P139-146

Descriptors: autism; measurement techniques; computer assisted instruction; audiovisual aids; language ability; exceptional child education; performance tests;

A method is described for recording nonspeaking autistic and other children's performance with a computer-controlled audiovisual device designed to stimulate language behavior. Measurements obtained from the computer-controlled program and compared to a performance curve derived from normal children are thought to be valuable in planning treatment for and assessing progress of nonspeaking children. (Author/SB)

ABSTRACT 3566

EC 07 3566 ED N. A.
Publ. Date Jun 75 8p.
Hargrave, Elizabeth; Swisher, Linda
Modifying the Verbal Expression of a Child with Autistic Behaviors.
Journal of Autism and Childhood Schizophrenia; V5 N2 P147-154

Descriptors: autism; verbal learning; behavior change; operant conditioning; tape recordings; exceptional child research; childhood; expressive language; language instruction; Language Master; Monterey Language Program;

The Bell and Howell Language Master was used in conjunction with the Monterey Language Program to modify the verbal expression of a 9-year-old boy with autistic behaviors. Two training modes (one with a live voice and the other using a voice recorded via a Language Master) were used to train the S to correctly name up to 10 pictures presented individually. Results suggested that the child's responses to the Language Master were as good as, if not better than, his responses to the live voice presentations. In addition, observations indicated that he responded more readily to the Language Master than to the live voice presentations and his spontaneous speech also improved in other settings. (Author/SB)

ABSTRACT 3568

EC 07 3568 ED N. A.
Publ. Date Jun 75 8p.
Freeman, Betty Jo; And Others
An Operant Procedure to Teach an Echolalic, Autistic Child to Answer Questions Appropriately.
Journal of Autism and Childhood Schizophrenia; V5 N2 P169-176

Descriptors: autism; operant conditioning; behavior change; echolalia; verbal learning; exceptional child research; early childhood;

A 5-year-old autistic boy with rapid immediate echolalia was taught to answer questions appropriately by using an operant conditioning technique. During phase 1 of the study, 40 action pictures were presented twice, and echolalic, nonecholalic correct, and nonecholalic incorrect S responses were recorded. During phase 2 in which the pictures were presented in groups of ten, correct responses were immediately given positive reinforcement while incorrect responses were prevented by using a training procedure. Phase 3 of the study repeated phase 1 procedures. Results showed a decrease in echolalic responses and incorrect nonecholalic responses during phase 2, and an increase in correct responses from 3% in phase 1 to 97% in phase 3. (SB)

ABSTRACT 3569

EC 07 3569 ED N. A.
Publ. Date Jun 75 7p
Sullivan, Ruth Christ
Hunches on Some Biological Factors in Autism.
Journal of Autism and Childhood Schizophrenia; V5 N2 P177-183

Descriptors: autism; literature reviews; biological influences; etiology; exceptional child education; diseases; Personal Experiences; Rheumatoid Arthritis; Celiac Disease;

Discussed are the associative characteristics of biological factors (rheumatoid arthritis and celiac disease) in relation to autism. Presented is evidence to support a connection between autism, rheumatoid arthritis, and celiac disease, which includes reports of large doses of niacin improving both arthritis and autistic behavior; and findings that celiac disease, a condition more rare than autism, is almost common among autistic families. Also mentioned is the incidence of nearly normal behavior in autistic children in a feverish state. (Following the paper are two editorial comments.) (SB)

ABSTRACT 3587

EC 07 3587 ED N. A.
Publ. Date F/75 12p.
Rincover, Arnold; Koegel, Robert L.
Setting Generality and Stimulus Control in Autistic Children.
Journal of Applied Behavior Analysis; V8 N3 P235-246

Descriptors: autism; operant conditioning; behavior change; stimuli; transfer of training; exceptional child research; childhood; associative learning;

A two-part study of 10 autistic children (mean age 10.5 years) was designed to assess the transfer of treatment gains across settings. In the first phase, each S learned a new behavior in a treatment room, and transfer to a novel extratherapy setting was assessed. Each of the four Ss who showed no transfer responded correctly in the extratherapy setting when the stimulus that was functional during training was identified and introduced. Results indicated that the Ss who failed to transfer in phase 1 were selectively responding to an incidental stimulus during the original training in the treatment room. Evidence suggested an extreme overselectivity in autistic children which should be considered by the therapist teaching new stimulus response behavior. (Author/SB)

ABSTRACT 3684

EC 07 3684 ED N. A.
Publ. Date Apr 74 7p.
Ratusnik, Carol Melnick; Ratusnik, David L.
A Comprehensive Communication Approach for a Ten-Year-Old Nonverbal Autistic Child.
American Journal of Orthopsychiatry; V44 N3 P396-403

Descriptors: autism; nonverbal communication; visual stimuli; remedial instruction; language development; exceptional child research; childhood; expressive language; instructional materials; teaching methods; Communication Board;

A clinical procedure utilizing a communication board was developed for establishing and expanding nonverbal language skills as an alternate means of communication in a 10-year-old nonverbal autistic child. The child's ability to learn from structured visual stimuli was incorporated in a remedial paradigm to facilitate language development and the beginnings of functional social communication. (Author)

ABSTRACT 3715

EC 07 3715 ED N. A.
Publ. Date Apr 75 6p.
Dyasseo, James E.; Murrell, Stanley A.
Interaction Patterns in Families of Autistic, Disturbed, and Normal Children.

American Journal of Orthopsychiatry; V45 N3 P473-478

Descriptors: autism; emotionally disturbed; family (sociological unit); childhood; interpersonal relationship; exceptional child research; behavior patterns; family problems;

Eighteen families of autistic, emotionally disturbed, and normal children (mean age 11 years) were compared for differences in family interaction patterns. The Ferreira and Winter Unrevealed Differences Task (a situation-choice questionnaire) was administered first to each individually and then to each family as a group; and from this task, four measures (spontaneous agreement, choice-fulfillment, decision-making time, and index of normality) of family interaction were obtained. Results showed no differences between families with autistic and families with normal children; families with disturbed children were found to have less agreement between father and mother than did families with autistic or normal children. (Author/SB)

ABSTRACT 3761

EC 07 3761 ED N. A.
Publ. Date 74 227p.
Davids, Anthony
Children in Conflict: A Casebook.
John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10016 ($10.95 Cloth, $5.50 Paper)

Descriptors: exceptional child education; emotionally disturbed; case studies; behavior problems; learning difficulties; neurosis; psychosis; clinical diagnosis; psychotherapy; drug therapy; operant conditioning; behavior change; followup studies; Psychosomatic Disorders;

Discussed are 15 cases of emotionally disturbed children (15 months to 14 years old) who were studied and treated in a variety of settings. Following a brief introduction to the field of childhood psychopathology, cases are presented within five sections on psychosomatic disorders (obesity, eating phobia, asthma, and eczema), behavior disorders (severe depression, acting-out character disorder, and hostile personality), learning disorders (psychogenic learning disability and hyperkinetic impulse disorder), neurotic disorders (castration anxiety and fear of death, elective mutism, and abandonment), and psychotic disorders (fixation, schizophrenia, and autism). Each section contains a general introduction on the particular type of disorder and details the history, treatment, and followup evaluations of three illustrative cases. Treatment approaches include psychodynamics, behavior modification, and medication. (SB)

ABSTRACT 3869

EC 07 3869 ED N. A.
Publ. Date Sep 75 31p.
Ricks, Dered M.; Wing, Lorna
Language, Communication, and the Use of Symbols in Normal and Autistic Children.
Journal of Autism and Childhood Schizophrenia; V5 N3 P191-221 Sep 1975

Descriptors: autism; early childhood; behavior patterns; language development; research reviews (publications); exceptional child education; definitions; nonverbal communication; articulation (speech); concept formation;

Language development in both normal and autistic children is discussed in terms of the development of nonverbal communication, of speech, and of inner language. Autistic children are seen to differ in such characteristics as abnormality of expressive sounds, marked lack of interest in speech, and inability to display imaginative understanding. It is suggested that the central problem in early childhood autism is a specific difficulty in handling symbols affecting all forms of communication; and that this problem is usually associated with other impairments of the nervous system. (Author/SB)

ABSTRACT 3871

EC 07 3871 ED N. A.
Publ. Date Sep 75 7p.
Piggott, Leonard R.; Simson, Clyde B.
Changing Diagnosis of Childhood Psychosis.
Journal of Autism and Childhood Schizophrenia; V5 N3 P239-245 Sep 1975

Descriptors: emotionally disturbed; psychosis; followup studies; identification; trend analysis; exceptional child research; schizophrenia; neurologically handicapped; medical evaluation;

The case findings of 33 children given a diagnosis of psychosis during hospitalization in the '50s and '60s were reviewed and rediagnosed in 1973 to examine diagnosing trends. Each case was given a diagnosis by the authors and another diagnosis applying the DeMyer-Churchill guidelines. Results showed that childhood schizophrenia was the original diagnosis in 58% of the cases but was the rediagnosis in only 18% of those same cases; that chronic brain syndrome with various reactions (psychotic, nonpsychotic, behavioral, mental retardation, and autism) was the original diagnosis in 27% of the cases, but was given to 67% of the cases on rediagnosis; that one-third of the children originally diagnosed as psychotic were rediagnosed by the authors as nonpsychotic; and that approximately two-thirds of the children were nonpsychotic according to the DeMyer-Churchill guidelines. (Author/SB)

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